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ABSTRACT

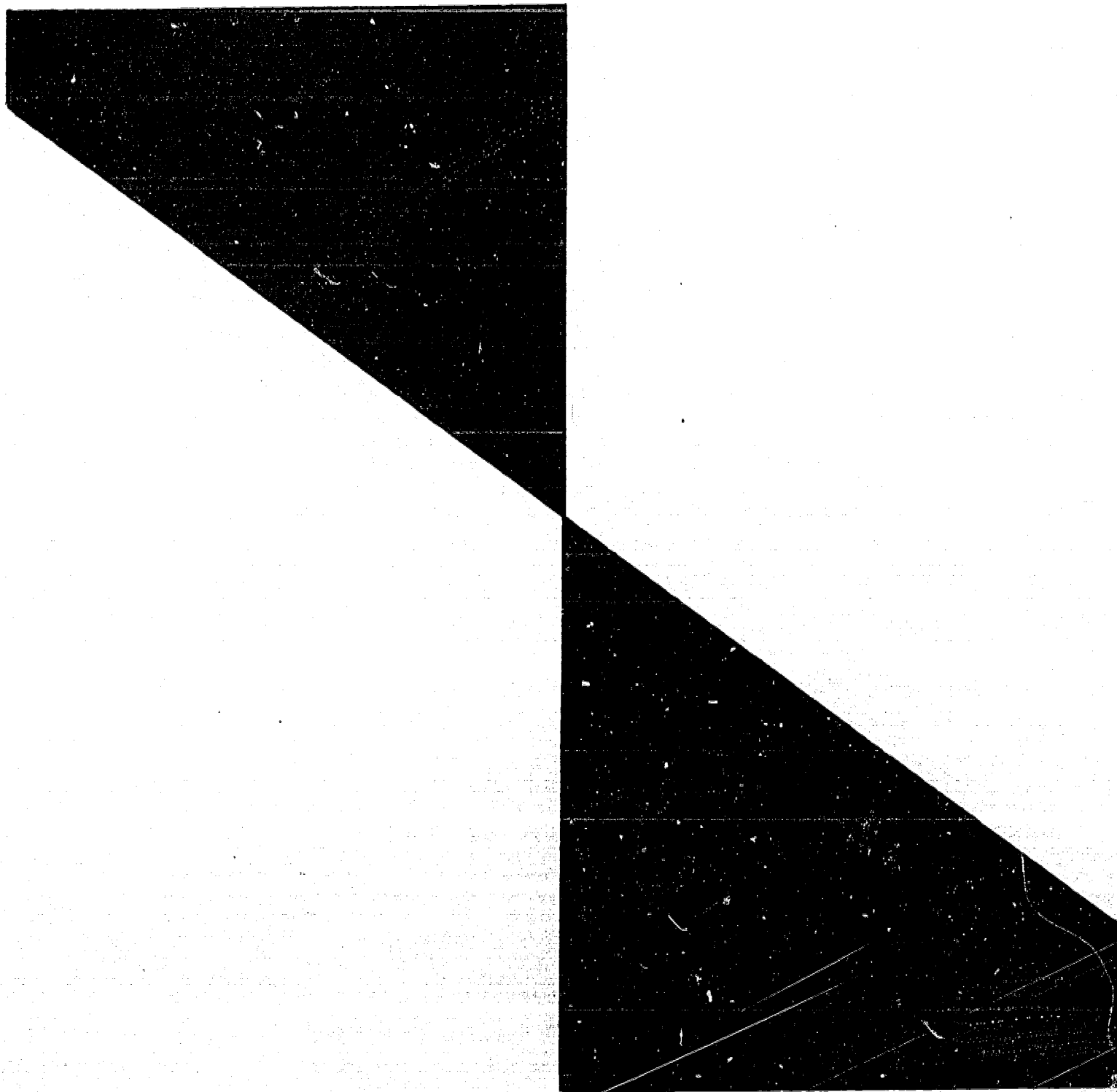
A project to conduct eleven regional teacher institutes is discussed. The curriculum advisory group for this project was comprised of a representative of the President's Advisory Committee on Adult Education, one State ABE Director from each USOE region and nine consultants; In addition to suggesting some modifications to the core curriculum, the group also recommended that teacher trainer and administrator institutes be held. Four Progress Reports are summarized: (1) The first contains documents pertaining to NUEA's proposal and the awarding of the grant; (2) The Second Progress Report contains preliminary data on the organization and structure of the nine institutes selected to train the teacher trainers; (3) The Third Progress Report covers the extension and amendments of the grant and the organization and planning of the program; and (4) The Fourth Report covers institute activities, both in program and administration, at the federal, state, local and university level. (Author/CK)

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# THE NATIONAL ADULT BASIC EDUCATION TRAINING PROGRAM FOR SUMMER 1966-67

ED 061470



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ED 061470

# FOURTH PROGRESS REPORT

EXTENDED AND REVISED

NATIONAL TEACHER-TRAINING ADULT BASIC EDUCATION  
PROGRAM FUNDED UNDER THE ADULT EDUCATION ACT  
of 1966

Through Grant Number OEG2-6-061894-1894, Dated June 29, 1966  
and Amended October 21, 1966, January 9, 1967 and June 29, 1967,  
For the Period May, 1966, through June, 1968

SUBMITTED TO ADULT BASIC EDUCATION BRANCH  
DIVISION OF ADULT EDUCATION  
U. S. OFFICE OF EDUCATION

by

NATIONAL UNIVERSITY EXTENSION ASSOCIATION  
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December 31, 1967

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## ABBREVIATIONS AND DEFINITIONS

The following terms are used throughout this report:

### Abbreviations

ABE - Adult Basic Education

EPA - Educational Psychology Associates

NAPSAE - National Association of Public School Adult Education

NUEA - National University Extension Association

USOE - United States Office of Education

VTR - Video Tape Recorder

### Definitions

Administrator (ABE) - the person responsible for fiscal policies and practices relevant to ABE programs and other administrative aspects of local, state, regional and national ABE programs.

Administrator Institutes - the institutes conducted by designated universities in all nine USOE regions for the purpose of training ABE personnel in fiscal policies and practices relevant to ABE programs and other administrative aspects of local, state, regional and national ABE programs.

Adult Functional Illiterate - see Educationally Disadvantaged Population.

Curriculum Advisory Group - a group of state directors and USOE, NUEA and NAPSAE consultants selected to review and revise the 1966-1967 National Core Curriculum and recommend the Curriculum Guide for the 1967-1968 ABE Training Program. The membership represented highly knowledgeable practitioners and academic professionals in ABE.

Curriculum Guide - recommended curriculum content for the 1967-1968 ABE training program of teacher trainers and administrators.



Educational Technology - various types of media used to further learning; e. g. , VTR, overhead projectors, films, television.

Educationally Disadvantaged Population - persons from ages 18 through 64 who have not achieved more than an eighth grade education, or its functional equivalency.

Federal Participants - participants selected by federal agencies to attend teacher trainer institutes, and eligible for tuition payments only.

In-Service Training - any special training programs or effort conducted by employing agency.

Institute Administrative Coordinator - the individual designated by a participating institution to be responsible for the administrative requirements of an institute.

Institute Participants - teachers, teacher trainers and other representatives from adult basic education settings in states, territories and the District of Columbia who were formally enrolled or assisted in the planning or implementation of the teacher trainer institutes.

Institute Program Director - the person designated by a participating institution to direct the educational aspects of a teacher trainer or administrator institute.

National Core Curriculum - an instructional plan developed by the National Advisory Council for Adult Basic Education Teacher Training Program, 1966, for the purpose of establishing guidelines relative to program needs, subject matter content, methods and media for use in the regional institutes.

National Advisory Council for Adult Basic Education Teacher Training Program, 1966 - a group of academic specialists and practitioners in ABE representing a broad national cross-section who were selected to develop a National Core Curriculum for the 1966 ABE Teacher Training Program. Referred to as National Curriculum Advisory

Council in this report to distinguish it from the National Advisory Council which was created by the Adult Education Act of 1966.

Practicum - a method of instruction incorporating forms of professionally supervised practice or observation of real situations directly related to classroom instruction for the purpose of discussing or criticizing the activity. This often involves the use of video tape recorders, one-way observation and audio facilities.

Pre-Institute Seminar - the seminar for approximately 108 staff aides and 18 program directors to provide training in the latest educational technology and orientation to the ABE curricula.

Pre-Service Training - training offered to ABE teachers prior to their classes with ABE students.

Program Director - individual delegated with responsibility at the prime contractor level to supervise the implementing and monitoring program elements of the grant.

Programed Instruction - an individualized method of instruction, consisting of consecutive, easily learned units of information which require the active involvement of the learner, and provide immediate confirmation and reinforcement of responses. The student is thus allowed to progress at his own rate.

Project Director, NUEA - the person designated by NUEA to organize and manage the 1966 National ABE Teacher Training Program under the grant from USOE.

Project Manager, NUEA - a staff member of NUEA with responsibility for the 1967 ABE program.

Region - any one of the nine geographic areas delineated by USOE for administrative and program functions.

Staff Aide (Associate) - a person assigned to an institute in a USOE region to assist the program director and regular staff. A staff aide might be: (1) an experienced teacher who has demonstrated exceptional

ability in dealing with his professional peers, ABE teachers and students, and the problems associated with ABE programs; (2) returning Peace Corps volunteers, VISTA or National Teacher Corps members; or (3) a graduate student in a school of education who is interested in adult basic education and who will be available for the duties associated with adult basic education.

State ABE Director - the person designated by a state to organize or supervise its ABE programs.

State Directors Advisory Group - a group of nine individuals, one from each USOE region representing all state directors of adult basic education in their respective regions.

Teacher (ABE) - the person engaged in teaching the educationally disadvantaged student.

Teacher Trainer - the person who will conduct pre-service and/or in-service training for ABE teachers after participating in a teacher trainer institute.

Teacher Trainer Institutes - the institutes conducted by designated universities in each USOE region to prepare ABE teacher trainers to assist with local pre-service and in-service training programs for other ABE teachers.

University Staff Specialist in ABE - individual appointed pre-institute director to plan the summer institute, to act as program director of the institute, and to serve as year-round consultant to state directors local ABE administrators and teachers in the region.

## I. INTRODUCTION

On March 5, 1967, work on the 1967 project began as authorized by letter of agreement from USOE. Formal acceptance of NUEA's proposal to extend and revise the 1966 Adult Basic Education grant was made on April 13, 1967. Under the extended and amended grant, NUEA conducted eleven regional teacher trainer institutes and nine administrator institutes during June, July, and August 1967. In 1966 there were nine teacher trainer institutes and none for administrators. Participant enrollment increased from 982 in 1966 to 1232 in 1967. The universities conducting the institutes are listed in Table I.

### A. Purpose

At a conference in Washington, D. C. , March 6-7, 1967, the Curriculum Advisory Group met with USOE, NUEA and NAPSAC representatives to review plans for the 1967 ABE Training Program. The Curriculum Advisory Group was comprised of a representative of the President's Advisory Committee on Adult Education, one State ABE Director from each USOE region, and nine consultants, three each selected by USOE, NUEA and NAPSAC. The consultants were recognized national and regional authorities in the field of adult basic education, and were active in university, institutional, state and local adult basic education programs. (For a list of members of the Curriculum Advisory Group, see Appendix A.)

In addition to suggesting some modifications in the 1966 ABE Core Curriculum, the group also recommended that teacher trainer and administrator institutes be held in 1967. The concept of master teacher institutes suggested in the NUEA 1967 proposal was reviewed, and the group decided not to recommend its implementation in 1967.



TABLE I  
NAMES AND DATES OF  
UNIVERSITIES CONDUCTING 1967 ABE TRAINING INSTITUTES  
BY REGION AND TYPE

| <u>Region</u> | <u>University</u>   | <u>Type of Institute</u>   | <u>Dates</u>  |
|---------------|---|--|---|
| I             | University of Maine<br>University of Connecticut  | Teacher Trainer<br>Administrator   | July 10 - July 28<br>July 10 - July 23  |
| II            | State University of New York at Albany<br>Montclair State College                         | Teacher Trainer<br>Administrator   | July 24 - August 11<br>July 10 - July 23  |
| III           | North Carolina State University<br>George Washington University                           | Teacher Trainer<br>Administrator   | July 17 - August 4<br>July 31 - August 11   |
| IV            | Florida State University<br>University of South Carolina                                  | Teacher Trainer<br>Administrator   | July 10 - July 28<br>July 24 - August 4   |
| V             | Wayne State University<br>Northern Illinois University                                    | Teacher Trainer<br>Administrator   | July 10 - July 28<br>July 24 - August 4   |
| VI            | University of Missouri at Kansas City<br>University of Iowa                               | Teacher Trainer<br>Administrator   | July 24 - August 11<br>July 31 - August 11  |
| VII           | University of Texas<br>University of Oklahoma   | Teacher Trainer<br>Administrator   | July 10 - July 28<br>July 17 - July 28  |
| VIII          | University of Colorado<br>University of Wyoming   | Teacher Trainer<br>Administrator   | July 10 - July 28<br>June 19 - June 30  |
| IX            | University of Hawaii<br>Portland State College<br>University of California at Los Angeles | Teacher Trainer<br>Teacher Trainer<br>Teacher Trainer and<br>Administrator | July 10 - July 28<br>July 17 - August 4<br>July 10 - July 28 and<br>July 17 - July 28 |

The recommendations of the Curriculum Advisory Group for both curriculum changes and the inclusion of administrator institutes in the 1967 program were presented to a national meeting of State Adult Basic Education Directors in Chicago on March 15-17, 1967. The ABE State Directors accepted the basic recommendations and also individually rated the various sub topics of the suggested curriculum to indicate the emphasis they thought each should receive at the institutes. After the meeting, the NUEA project staff compiled this information and prepared the 1967 ABE Curriculum Guide of the summer institutes, which was approved by USOE and distributed.

The teacher trainer institutes were to continue instruction and expand orientation for teacher trainers in the most advanced technological equipment for teaching basic skills to educationally disadvantaged adults. In addition, instruction was provided in the design of pre- and in-service teacher training programs, including curriculum development, utilization of support personnel and evaluation.

The administrator institutes were to train ABE personnel in fiscal policies and practices, in establishing and evaluating pre- and in-service training programs, and in other managerial aspects of local, state, regional and national ABE programs. Instruction also was to be provided in the areas of curriculum development, guidance and counseling, testing and evaluation.

#### B. Summary of Previous Reports

The First Progress Report, dated June 30, 1966, deals with the preliminary planning and preparation for the 1966 ABE Teacher Trainer Program. It contains documents pertaining to NUEA's proposal and the awarding of the grant. Also included are summaries of regional meetings and information on data collection.

The Second Progress Report, dated November 30, 1966, contains preliminary data on the organization and structure of the nine institutes selected to train the teacher trainers. It has information on staff,



facilities, and instructional methods used at the institutes. It also includes bio-data statistics of the participants.

The Third Progress Report, dated June 30, 1967, covers the extension and amendments of the 1966 grant, and the organization and planning of the 1967 program. It also lists and describes resource materials produced by NUEA for the 1967 institutes.

A preliminary abstract of the 1966 Evaluation Report was released in November 1967, and contained tentative results of the evaluation of the 1966 program. It included data indicating the impact of the institutes on the participants, on state ABE programs, on the universities conducting the institutes, and on the ABE teachers who attended the pre- and in-service training sessions. Also, it presented the recommendations for future institutes submitted by NUEA, state ABE directors, the universities involved, and by teacher trainers.

#### C. Period Covered by Fourth Progress Report

The Fourth Progress Report treats the period July 1 through December 31, 1967. It covers institute activities, both in program and administration, at the federal, state, local and university level, including the University of Wyoming which opened June 19, 1967. Special attention was given the selection and enrollment of participants, comparison of syllabi, methods of instruction and the availability of facilities to participants.

## II. BACKGROUND

### A. General

The three major elements of the 1966 program were carried over into the plans for the 1967 Adult Basic Education Institutes: (1) an accelerated national program for the preparation of teachers for the educationally deprived population, (2) a broad scale application of educational technology to the problems of teaching basic skills to adults, and, (3) an experiment in creative education federalism. However, a careful review of the 1966 activities indicated the need for operational expansion of the 1967 ABE project. Hence several elements were added:

1. Training opportunities were extended to adult basic education administrators. Accordingly, the number of training institutes was increased from nine to 20 to accommodate both ABE administrators and ABE teacher trainers. The 1967 ABE training institutes were designed also to provide instruction for teacher trainers and administrators who would operate ABE programs at state and local levels.

2. A special pre-institute seminar was conducted to provide training in the latest educational technology for approximately 108 staff aides and 18 program directors. The staff aides were assigned to institutes to assist regular institute staff members. The training and experience achieved by the staff aides will make more qualified people available for employment in ABE programs at the local level.

3. Year-round university staff specialists in adult basic education and graduate assistants were employed at nine regional institutes. The specialists, thoroughly familiar with the content, methods and materials of the curriculum, assisted in pre-institute planning and in directing

institute training. Their professional help is available to administrators and teacher trainers in the local areas.

4. The Curriculum Guide for the 1967 ABE program was designed in close cooperation with state ABE directors, curriculum specialists and professional educators in order to guide universities in the development of institute programs. The curriculum was made adaptable to specific regional and local needs by modification to the extent necessary to meet regional problems. This was accomplished through pre-institute meetings between ABE state directors and institute representatives at the regional levels.

The expansion and diversification of the 1967 ABE program required considerable acceleration of program development activities. The operation of two different types of training institutes demanded additional professional development staff to improve the curriculum and upgrade the quality and quantity of program materials to be utilized at ABE institutes.

Data being compiled for the 1967 evaluation will permit analysis of short-range results of the program and, with the 1966 evaluation, will contribute to the accumulation of comprehensive information vital to long-range planning of the ABE project.

#### B. Functional Components

Modifications in the 1967 ABE training program necessitated changes in the assignment of functions. Listed below are the activities suggested in NUEA's 1966 proposal and the additions accepted for 1967.

##### 1. USOE Functions

The basic USOE responsibilities for the 1966 ABE Training Program were:

- a. selection of the universities which subcontracted with NUEA for institutes,
- b. selection of the national advisory council to develop the core curriculum,

- c. review and approval of the curriculum
- d. relationships with state and local ABE administrators, and
- e. overall coordination of program elements and participants.

The following USOE functions were added for the 1967 ABE Training Program:

- a. preparation of a general plan for further development of the ABE program, related training institutes and such special plans as would be necessary, and

- b. review of all supplemental curricula and related material developed by NUEA, NAPSAC, and/or advisory groups for use in the 1967 ABE Training Program.

## 2. NUEA Functions

The basic NUEA functions for the 1966 ABE Training Program were:

- a. preparation and negotiation of subcontracts, subject to USOE approval,

- b. preparation of forms for travel, stipend, and dependency allowances in accordance with USOE rules and regulations,

- c. coordination of the institute programs,

- d. coordination of the activities of NUEA consultant groups and organizations which were involved in the program,

- e. preparation and implementation of the evaluation system,

- f. submission of reports regarding the institutes and program evaluation,

- g. audit of travel, stipend and dependency allowances made by subcontractors.

The following NUEA functions were added for the 1967 ABE Training Program:

- a. coordination and support of the activities of the university staff specialists in adult basic education,

- b. preparation for a pre-institute seminar to train staff aides and institute program directors,



c. improvement of the evaluation instruments for the total program,

d. continuation of teacher and teacher trainer institutes and addition of regional institutes to train ABE administrators.

### 3. Institutional Functions

The basic functions of the participating institutes for the 1966 ABE Training Program were:

a. designation of the institute administrative coordinator to conduct all official communication with NUEA relative to the training program,

b. selection and employment of institute staff including both administrative and teaching personnel,

c. instructional and residential facilities for participants,

d. liaison and support services for evaluation and follow-up activities,

e. a training design incorporating the national curriculum adapted to meet regional needs as determined by the institute in cooperation with state ABE directors,

f. a syllabus reflecting the training design for submission to USOE through NUEA, and

g. payment of participants' travel, stipend and dependency allowances.

The following institute functions were added for the 1967 ABE Training Program:

a. designation at nine regional institutes of a university staff specialist in adult basic education for pre-institute planning, program development, and post-institute consultation with state and local ABE officials upon request of the state ABE director,

b. notification to assigned teachers, teacher trainers, administrators and staff aides of travel, stipend and dependency regulations, costs of available housing and eating facilities.

#### 4. State ABE Directors Functions

The basic functions of the state ABE directors for the 1966 Training Program were:

- a. designing, in cooperation with other members of the National Advisory Council for Adult Basic Education Teacher Training Program 1966, a national core curriculum for the institutes,
- b. selecting the participants for summer institutes,
- c. providing information regarding state and local needs to the participating institutes.

For the 1967 ABE Training Program, state ABE directors were also responsible for the selection of staff aides (associates) for the summer institutes on a basis of two per state.

#### 5. NAPSAE Functions

The basic NAPSAE functions for the 1967 ABE Training Program were the same as in 1966:

- a. recommend members to the state directors' advisory group to review and, if necessary, revise the core curriculum established for the 1966 summer institutes,
- b. upon agreement with NUEA, assist in the overall promotion, stimulation and interpretation of the institutes,
- c. assist NUEA with the development of a master list of resource people for the training institutes,
- d. prepare an annual report to NUEA for submission to USOE, on NAPSAE activities under the subcontract from NUEA,
- e. recommend to NUEA appropriate ways in which cooperative relationships between institute program directors and the ABE state directors can be established and improved,
- f. make specific recommendations (as differentiated from general curriculum principles) regarding training needs of state staff and other administrators.



### III. THE 1967 SUMMER INSTITUTES

Prior to the opening of the institutes, preparation was required which called for the cooperation and participation of groups and agencies involved in the 1967 ABE training program. The conference of state ABE directors, held in Chicago on March 17, 1967, reviewed the curriculum guide produced in Washington, D. C., on March 6-7. With the aid of this curriculum guide, regional meetings were held between state directors of ABE and institute representatives to determine curriculum components unique to their regions and training institutes, and to inject these components into a curriculum established for the regional institutes. In accordance with the terms of the purchase order, the institutes held a four day workshop just prior to opening day for members of the staff. Preparation and distribution of materials by NUEA was in process during this period also.

#### A. Institute Preparations

##### 1. Participant Allocations and Assignments

###### a. State Allocations

Participants were assigned to the 1966 ABE Teacher Trainer Institutes on the basis of twenty participants per state. If one state within a given region was unable to meet its quota, another state within that region was given the opportunity to send additional participants. However, this system of allocation was felt to be inadequate, for it did not take into account the size of the target population within a given region. Therefore, for the 1967 program, each state was given a base allocation of ten (including the District of Columbia and Puerto Rico), while each trust territory was given a base of two. Further allocation was then based on the extent of the educationally disadvantaged adult

population within that state. As in 1966, it was agreed that if any state failed to meet its quota, another state within that region could send additional participants.

b. Federal Allocations

In addition to state allocations, 162 slots were given to federal agencies. Following the 1966 institutes the United States Office of Education received suggestions that other federal agency staff be permitted involvement in the program. It was felt that since these other agencies were concerned with ABE in one manner or another, their staffs would benefit from the experience. However, the grant stipulated that the federal agencies would provide travel and stipend expenses for their participants when appropriate, and that the grant would pay tuition costs only.

In early spring, USOE requested the national offices of the interested federal agencies to suggest candidates. By mid-May 1967, 118 names were received by USOE and forwarded to NUEA. These persons were sent letters by NUEA which explained the program, the fact that they had been selected to attend an institute, the financial conditions of the program for federal employees (no travel or stipend allowances), the institute to which they had been assigned and a request to return an enclosed post card indicating their availability as participants. Sixty-three of those returning cards accepted. Subsequently, some of them had to withdraw and the final total of federal participants at the institutes was 58.

A total of 1,359 participants were eligible for the program under the allocations set forth in the grant. (See Table II)

TABLE II PARTICIPANT ALLOCATIONS TO 1967 ABE TRAINING  
PROGRAM BY STATE

| States               | Teacher<br>Trainer | Stipend<br>Administrators | Non-Stipend<br>Administrators | Total |
|----------------------|--------------------|---------------------------|-------------------------------|-------|
| Alabama              | 18                 | 9                         | 4                             | 31    |
| Alaska               | 6                  | 3                         | 2                             | 11    |
| Arizona              | 9                  | 4                         | 2                             | 15    |
| Arkansas             | 13                 | 6                         | 3                             | 22    |
| California           | 29                 | 14                        | 6                             | 49    |
| Colorado             | 8                  | 3                         | 2                             | 13    |
| Connecticut          | 11                 | 5                         | 2                             | 18    |
| Delaware             | 6                  | 3                         | 2                             | 11    |
| District of Columbia | 8                  | 3                         | 2                             | 13    |
| Florida              | 18                 | 8                         | 4                             | 30    |
| Georgia              | 22                 | 10                        | 5                             | 37    |
| Hawaii               | 8                  | 3                         | 2                             | 13    |
| Idaho                | 6                  | 3                         | 2                             | 11    |
| Illinois             | 23                 | 11                        | 5                             | 39    |
| Indiana              | 12                 | 5                         | 3                             | 20    |
| Iowa                 | 8                  | 4                         | 2                             | 14    |
| Kansas               | 8                  | 4                         | 2                             | 14    |
| Kentucky             | 16                 | 8                         | 4                             | 28    |
| Louisiana            | 21                 | 9                         | 5                             | 35    |
| Maine                | 7                  | 3                         | 2                             | 12    |
| Maryland             | 12                 | 6                         | 3                             | 21    |
| Massachusetts        | 14                 | 7                         | 3                             | 24    |
| Michigan             | 17                 | 8                         | 4                             | 29    |
| Minnesota            | 10                 | 4                         | 2                             | 16    |
| Mississippi          | 15                 | 7                         | 4                             | 26    |
| Missouri             | 14                 | 7                         | 3                             | 24    |
| Montana              | 6                  | 3                         | 2                             | 11    |
| Nebraska             | 7                  | 3                         | 2                             | 12    |
| Nevada               | 6                  | 3                         | 2                             | 11    |
| New Hampshire        | 6                  | 3                         | 2                             | 11    |
| New Jersey           | 18                 | 9                         | 4                             | 31    |
| New Mexico           | 8                  | 4                         | 2                             | 14    |
| New York             | 42                 | 20                        | 9                             | 71    |
| North Carolina       | 24                 | 12                        | 4                             | 40    |
| North Dakota         | 6                  | 3                         | 2                             | 11    |
| Ohio                 | 20                 | 9                         | 5                             | 34    |
| Oklahoma             | 11                 | 5                         | 2                             | 18    |
| Oregon               | 8                  | 3                         | 2                             | 13    |
| Pennsylvania         | 27                 | 13                        | 6                             | 46    |
| Rhode Island         | 8                  | 3                         | 2                             | 13    |
| South Carolina       | 16                 | 8                         | 4                             | 28    |
| South Dakota         | 6                  | 3                         | 2                             | 11    |
| Tennessee            | 19                 | 9                         | 4                             | 32    |
| Texas                | 36                 | 18                        | 8                             | 62    |
| Utah                 | 6                  | 3                         | 2                             | 11    |

TABLE II (Continued)

| States            | Teacher<br>Trainer | Stipend<br>Administrators | Non-Stipend<br>Administrators | Total      |
|-------------------|--------------------|---------------------------|-------------------------------|------------|
| Vermont           | 6                  | 3                         | 2                             | 11         |
| Virginia          | 19                 | 9                         | 4                             | 32         |
| Washington        | 8                  | 4                         | 2                             | 14         |
| West Virginia     | 11                 | 5                         | 3                             | 19         |
| Wisconsin         | 12                 | 5                         | 3                             | 20         |
| Wyoming           | 6                  | 3                         | 2                             | 11         |
| American Samoa    | 2                  | 1                         | 0                             | 3          |
| Trust Territories | 2                  | 1                         | 0                             | 3          |
| Guam              | 2                  | 1                         | 0                             | 3          |
| Puerto Rico       | 13                 | 6                         | 3                             | 22         |
| Virgin Islands    | <u>2</u>           | <u>1</u>                  | <u>0</u>                      | <u>3</u>   |
| Sub-Totals        | 702                | 330                       | 165                           | 1,197      |
| Federal Agencies  | 162                |                           |                               | <u>162</u> |
| TOTALS            |                    |                           |                               | 1,359      |



Altogether, 1,680 nominees were recommended to NUEA by state ABE directors. This number included replacement for applicants who had to withdraw. Final rosters submitted to NUEA from the institutes showed a total of 1,232 participants in attendance; 785 attended teacher trainer institutes, including 58 federal participants, and 447 attended administrator institutes.

## 2. Professional Resource List

One pre-institute task was the identification of consultants in the special subject areas to be emphasized in the institutes, ascertainment of their availability, and the development and distribution of a consultant list. The list consisted mainly of those persons who either indicated definite availability for participation in institute programs or at least indicated a desire to participate. The names and addresses of consultants with their specialty areas was made available to all institutes. (See Appendix B)

## 3. Publications and Materials

Subsequent to the award of the extension of the ABE grant authorizing the 1967 project, USOE asked NUEA to provide certain materials for circulation at the pre-institute seminar and the summer institutes. In response to this request, NUEA supplied the following:

A 150 page manual entitled, Educational Technology: Preparation and Use in Adult Basic Education Programs. NUEA staff wrote much of the content and selected supporting articles from professional sources. The manual contains topics such as "The Role of Media in Adult Basic Education," "Planning Training Sessions," "Aspects of Selected Media in Adult Basic Education." An extensive bibliography of publications and materials, helpful in expanding an understanding of the new technology and its practices and applications to ABE, is appended.  
(1,500 copies distributed)

The bibliography, Materials for the Adult Basic Education Student, prepared by USOE and NUEA, includes a listing of materials related

to the following subject areas: communication skills, computation skills, social studies, the world of work, individual and family development and materials for the Spanish-speaking student. (3,000 distributed)

Materials for the Adult Basic Education Administrator and Teacher, prepared by NUEA, includes the following subject headings: programed instruction, educational technology, administration, teaching methods and materials, understanding the ABE student, counseling and testing. (1,500 distributed)

The Administration of Adult Basic Education - A Manual of Training Materials was prepared by the National Association for Public School Adult Education under a subcontract from NUEA. The training materials are presented in two parts. The first is a series of case studies concerned with the problems of administering a program of adult basic education. The second part consists of guidelines for general approaches in handling situations which arise in the administration of local adult basic education programs. (1,500 distributed)

Adult Basic Education for Personal and Family Development, a curriculum guide, was prepared by the U.S. Office of Education and edited by NUEA as a resource document for developing and strengthening adult basic education programs, recognizing the essential needs and concerns of individuals, families and communities. (2,500 distributed)

The publications prepared by NUEA and USOE were rated on their value to the institute and participants. (See Table III)



TABLE III      VALUE OF PUBLICATIONS TO 1967  
ABE TRAINING INSTITUTES AND PARTICIPANTS

|  | <u>Very<br/>Helpful</u> | <u>Average</u> | <u>Questionable<br/>Value</u> | <u>No<br/>Response</u> |
|--|-------------------------|----------------|-------------------------------|------------------------|
| Resource<br>Consultants List                     | 2                       | 6              | 8                             | 3                      |
| Bibliography for<br>Administrator<br>and Teacher | 13                      | 2              | 2                             | 2                      |
| Bibliography for<br>ABE Student                  | 10                      | 4              | 3                             | 2                      |
| Educational<br>Technology                        | 11                      | 5              | 1                             | 2                      |
| Personal and<br>Family<br>Development            | 11                      | 5              | 1                             | 2                      |
| Administration<br>of ABE Programs                | 11                      | 4              | 2                             | 2                      |

Two additional publications deemed especially useful were distributed to all institutes:

How to Re-Write Materials for Students which was originally presented at the Reading Clinic, State University of Iowa;

Some Selected Examples of Public Library Activities Concerned with the Functionally Illiterate published by the American Library Association.

At the pre-institute seminar, presentations were recorded on video tape by Wayne State University Audio-Visual Center, and later they were edited and converted to seven 16mm sound films. Following the seminar, the films were routed to program directors for showing at the summer institutes. Each institute was then responsible for forwarding the films to another institute, based upon a master shipping

schedule. A brief description of each film was provided. (See Appendix C) All films were returned to NUEA at the conclusion of the institutes and are available to the university staff specialists and state ABE directors upon request.

#### 4. Pre-Institute Seminar

The pre-institute seminar focused primarily on the use of programmed instruction and educational technology as a method of meeting the demands of accelerated programs in adult basic education. In addition, the pre-institute seminar provided training and experience in small group discussions, program organization, administration and evaluation, guidance and counseling, and field experience.

The reaction of those who attended the ABE pre-institute seminar was, in the main, favorable. Subsequently interviewed by Education Psychology Associates, the participants regarded at least 85 per cent of the seminar programs as beneficial.

Likewise, 82 per cent of the program directors indicated in their final reports that the pre-institute seminar was helpful and/or important.

Many of the participants welcomed the pre-institute seminar since it afforded them not only an opportunity to meet with their summer staff, but also an orientation for the summer institutes.

However, many felt that the pre-institute seminar schedule was too heavy. They stated that there was not enough time to absorb the materials and reflect on the presentations. On the whole, participants felt they had benefited from the opportunity for practical experience in operating the equipment used in demonstrations and, even more, in learning to construct the materials themselves.

#### 5. Regional Meetings

State ABE directors met with institute program directors at the USOE regional level to modify the curriculum guide in order to meet regional needs. USOE and NUEA program staff attended many

of these regional meetings in the capacity of resource personnel. The dates and locations of all USOE regional meetings are shown below.

TABLE IV REGIONAL MEETINGS HELD TO MODIFY CURRICULUM GUIDE TO MEET LOCAL NEEDS

| <u>Region</u> | <u>Dates</u>      | <u>Location</u>           |
|---------------|-------------------|---------------------------|
| I             | April 1-2, 1967   | Manchester, New Hampshire |
| II            | April 4, 1967     | Newark, New Jersey        |
| III           | April 19, 1967    | Raleigh, North Carolina   |
| III & IV      | April 20-21, 1967 | New Orleans, Louisiana    |
| V             | March 14-16, 1967 | Chicago, Illinois         |
| VI            | March 22-23, 1967 | Kansas City, Missouri     |
| VII           | April 25-26, 1967 | Houston, Texas            |
| VIII          | April 10, 1967    | Denver, Colorado          |
| IX            | April 11, 1967    | Long Beach, California    |

#### 6. Institute Syllabus

Each institute was required to submit a syllabus reflecting the requirements of the curriculum guide. The guide listed curriculum elements for administrators, teachers and teacher trainers and was to be used as a frame of reference when the syllabus for each institute was actually developed at the regional level.

The syllabi submitted to NUEA indicated that all institutes basically followed the curriculum guide. Tables V and VI provide comparative data on the syllabi submitted by each institute, administrator and teacher trainer.

#### B. The Institute Program

The core curriculum stipulated that the teacher trainers and administrators be familiarized with the latest methods and materials of instruction and in educational technology. The institutes, in their final reports, indicated the use of educational technology and the

TABLE V                      COMPARISON OF COVERAGE OF CURRICULUM GUIDE  
AS INDICATED IN INSTITUTE SYLLABI  
1967 ABE TRAINING PROGRAM

| TOPIC  | TEACHER TRAINER INSTITUTE |    |     |    |   |    |     |      |    |    |    |
|--|---------------------------|----|-----|----|---|----|-----|------|----|----|----|
|  | I                         | II | III | IV | V | VI | VII | VIII | IX | IX | IX |
| Problems of target population                    | X                         | X  | X   | N  | N | X  | X   | X    | X  | N  | X  |
| Solution via ABE                                 | X                         | N  | X   | X  | N | X  | X   | X    | X  | X  | X  |
| Development and Implementation of ABE Curriculum | N                         | N  | X   | X  | X | X  | X   | X    | N  | X  | X  |
| Content Area Selection                           | X                         | X  | X   | X  | X | X  | X   | X    | N  | N  | X  |
| Materials Selection                              | N                         | X  | X   | X  | N | X  | X   | X    | N  | X  | X  |
| Methods  | X                         | X  | X   | N  | N | X  | X   | N    | N  | X  | X  |
| Lesson Plan Development                          | N                         | X  | X   | X  | N | X  | X   | N    | N  | X  | X  |
| Testing and Evaluation                           | X                         | X  | X   | X  | X | X  | X   | N    | X  | X  | X  |
| Development of Basic Skills                      | X                         | X  | X   | X  | N | N  | X   | X    | N  | X  | X  |
| The Learning Process - Adult Psychology          | X                         | X  | X   | N  | X | N  | N   | N    | X  | X  | X  |
| Utilization of Assistants in Classroom           | X                         | N  | N   | N  | N | N  | N   | N    | X  | N  | N  |
| Guidance and Counseling                          | X                         | X  | X   | N  | X | X  | X   | N    | X  | X  | X  |

X - Included in Syllabus

N - Not indicated in Syllabus



TABLE V (Continued)

| TEACHER TRAINER INSTITUTE   |   |    |     |    |   |    |     |      |         |         |         |
|---|---|----|-----|----|---|----|-----|------|---------|---------|---------|
| TOPIC   | I | II | III | IV | V | VI | VII | VIII | O<br>IX | C<br>IX | H<br>IX |
| Community Relations   | X | N  | X   | N  | N | X  | X   | X    | X       | X       | X       |
| Recruitment and Re-ferral   | X | N  | X   | N  | N | X  | X   | X    | N       | N       | N       |
| Design for pre- and in-service teacher training program             | X | N  | X   | X  | X | X  | X   | X    | X       | X       | X       |
| Techniques of Classroom Observation                                 | N | N  | N   | N  | N | N  | X   | X    | N       | X       | X       |
| Utilization of VTR  | X | N  | X   | N  | X | N  | X   | N    | X       | X       | X       |
| Coordination of ABE Programs with on-going Adult Education Programs | X | N  | N   | X  | N | N  | N   | X    | N       | X       | N       |

X - Included in Syllabus

N - Not indicated in Syllabus

TABLE VI                      COMPARISON OF COVERAGE OF CURRICULUM GUIDE  
AS INDICATED IN INSTITUTE SYLLABI  
1967 ABE TRAINING PROGRAM

| ADMINISTRATOR INSTITUTE                            |   |    |     |    |   |    |     |      |    |
|--|---|----|-----|----|---|----|-----|------|----|
| TOPIC  | I | II | III | IV | V | VI | VII | VIII | IX |
| Problems of Target Population                      | N | X  | N   | X  | X | X  | X   | X    | N  |
| Solution via ABE                                   | X | X  | X   | X  | N | X  | X   | X    | X  |
| Federal Legislation and State Administration       | X | X  | X   | X  | X | X  | X   | X    | X  |
| Role of Local Administrator                        | N | X  | X   | X  | X | X  | X   | X    | N  |
| General Principles of Management as Applied to ABE | X | X  | X   | X  | X | X  | X   | X    | N  |
| Budgeting  | X | X  | N   | N  | X | X  | X   | X    | X  |
| Record Keeping and Reports                         | X | X  | N   | N  | X | X  | X   | X    | N  |
| Staff Development                                  | X | X  | N   | N  | X | X  | N   | X    | X  |
| Administrative Relationships                       | X | X  | X   | X  | X | X  | X   | X    | X  |
| Scheduling ABE Classes and Teacher Training        | X | X  | N   | N  | N | X  | N   | X    | N  |
| Identifying the Target Population                  | N | X  | N   | X  | X | X  | X   | X    | N  |

X - Included in Syllabus

N - Not indicated in Syllabus



TABLE VI (Continued)

| TOPIC  | ADMINISTRATOR INSTITUTE |    |     |    |   |    |     |      |    |
|--|-------------------------|----|-----|----|---|----|-----|------|----|
|  | I                       | II | III | IV | V | VI | VII | VIII | IX |
| Student Recruitment                              | N                       | X  | N   | N  | X | X  | X   | X    | N  |
| Curriculum Development and Implementation        | X                       | X  | X   | X  | X | X  | X   | X    | X  |
| Guidance and Counseling                          | X                       | X  | X   | X  | X | X  | X   | X    | X  |
| Referral to Jobs, Training and Further Education | N                       | N  | N   | N  | N | X  | X   | X    | N  |
| Testing for Student Progress                     | X                       | N  | N   | N  | X | X  | N   | X    | N  |
| Teacher Training Program                         | N                       | X  | X   | X  | N | N  | X   | X    | X  |
| Curriculum Improvement                           | X                       | N  | X   | N  | N | X  | X   | X    | N  |
| Identification of Teacher Trainer Needs          | X                       | X  | X   | X  | N | X  | X   | X    | N  |
| Student Follow-up                                | X                       | N  | X   | N  | N | N  | N   | N    | N  |
| Funding Needs and Justification                  | X                       | X  | X   | N  | N | X  | N   | X    | X  |
| Types of Staff Required                          | X                       | X  | X   | N  | X | X  | N   | N    | N  |
| Materials Required                               | X                       | X  | X   | N  | N | X  | X   | X    | N  |

X - Included in Syllabus

N - Not indicated in Syllabus

TABLE VI (Continued)

| TOPIC                          | ADMINISTRATOR INSTITUTE |    |     |    |   |    |     |      |    |
|--------------------------------|-------------------------|----|-----|----|---|----|-----|------|----|
|                                | I                       | II | III | IV | V | VI | VII | VIII | IX |
| Equipment Required             | X                       | X  | X   | N  | N | X  | X   | X    | X  |
| Space Required                 | X                       | X  | X   | N  | N | N  | N   | X    | N  |
| Community and Public Relations | X                       | X  | N   | X  | N | X  | X   | X    | X  |
| Teacher Recruitment            | X                       | X  | N   | N  | N | N  | N   | N    | N  |

X - Included in Syllabus

N - Not Indicated in Syllabus

various methods of instruction utilized by staff and speakers.

### 1. Educational Technology

Table VII lists some of the equipment mentioned in the final reports. Video and audio tape recorders, overhead and 16mm projectors, records and programmed instructional materials were utilized extensively. In addition, some institutes made use of closed circuit TV and computer assisted instruction. Equipment listed under "other" included telelecture, reading machines, telewriters, cyclo-teacher audiometer, and telebinoculars.

### 2. Methods of Instruction

Lectures, group discussions, and practicums were the most commonly employed methods of instruction. Lectures were employed primarily by guest speakers, and for the presentation of new materials. Small group discussion was used in evaluating presentations or topics, in analyzing role playing, and in the evaluation of participants' lesson plans or programmed material. Field trips, practice teaching and ABE class observation were the most common form of practicum. However, when possible, participants took part in the operation of video tape recorders and other educational technology equipment.

### 3. Institute Staff

As in 1966, for the most part, the administrative coordinators held either administrator or faculty posts with the extension divisions of the universities.

The program directors held important national or regional posts in adult education or training. The administrative coordinators and program directors at each institute, and the university staff specialists at the institutes where they were assigned, appear in Appendix D. There was particular interest in the staff aides who were employed for the first time as part of the regional institute staff. Institute reports, in the main, praised the concept and regarded the staff aides as serving a useful role.

TABLE VII

EDUCATIONAL TECHNOLOGY EQUIPMENT USED AT INSTITUTES  
1967 ABE TRAINING PROGRAM

| Region                         | I |    | II |    | III |    | IV |    | V |    | VI |    | VII |    | VIII |    | IX |    |    |
|--------------------------------|---|----|----|----|-----|----|----|----|---|----|----|----|-----|----|------|----|----|----|----|
|                                | A | TT | A  | TT | A   | TT | A  | TT | A | TT | A  | TT | A   | TT | A    | TT | A  | TT | TT |
| Video Tape Recorders           | x | x  | x  | x  |     | x  | x  | x  | x | x  |    | x  |     | x  |      | x  | x  | x  | x  |
| Recorders, Tapes, etc.         | x | x  | x  | x  |     | x  | x  | x  | x | x  |    | x  |     | x  |      | x  | x  | x  | x  |
| Projectors, Films, etc.        | x | x  | x  | x  |     | x  | x  | x  | x | x  |    | x  |     | x  |      | x  | x  | x  | x  |
| Closed Circuit TV              |   | x  |    |    |     |    |    |    | x |    |    |    |     | x  |      |    |    |    | x  |
| Computer Assisted Instruction  |   |    |    |    |     |    |    |    |   | x  |    |    |     |    |      |    |    | x  |    |
| Programed Instruction Material | x | x  | x  | x  | x   | x  | x  | x  | x | x  | x  | x  | x   | x  | x    | x  | x  | x  | x  |
| Other                          | x | x  | x  | x  | x   | x  | x  | x  | x | x  | x  | x  | x   | x  | x    | x  | x  | x  | x  |

X - Used at Institute

A - Administrator Institute

TT - Teacher Trainer Institute

IXC - University of California at Los Angeles

IXO - Oregon State System of Higher Education

IXH - University of Hawaii



Staff aides acted as group leaders, gave presentations in their own areas of specialization, served as liaison between the staff and participants, and joined the daily staff meetings to discuss problem areas and plan future activities. Also, they chaired presentations, served on panels, assisted with AV equipment, arranged practicums, evaluated the institutes, registered participants, supervised material libraries and distributed materials.

In addition to administrative coordinators, program directors, university staff specialists and staff aides, additional staff was sought by the institutes. University staff having the professional background required were also aided by professionals at the state and local levels who could contribute their practical and specialized knowledge to the institute. Only two institutes indicated some difficulty in recruiting instructors. The rest indicated that in assembling a teacher staff they were also able to call on individuals representing educational, publishing and technological firms for demonstrations and display.

Eighteen of the institutes reported that the role of the staff aide was definitely integrated with that of the regular institute staff, and only minor modifications were made in duties from the start of the pre-institute workshops through the conclusion of the institutes.

Sixteen of the institutes indicated, too, that staff aides should be included in future institutes, and their roles expanded. Table VIII lists the sex and number of staff aides employed at each institute.

#### 4. Facilities

Housing, according to the institutes' final report, was provided by every institute. It was either "on-campus" facilities or "university approved" housing. All classes were close by, and at five institutes housing was furnished in the same complex where classes were held.

Housing costs varied according to the arrangements made by the institute. When room costs were listed separately, prices ran from

TABLE VIII  
SEX AND NUMBER OF  
STAFF AIDES BY INSTITUTE

| Institute                                 | Female | Male |
|---|--------|------|
| California, University of, at Los Angeles |        | 3    |
| Colorado, University of                   | 1      | 3    |
| Connecticut, University of                | 1      | 4    |
| Florida State University                  |        | 5    |
| George Washington University              | 2      | 3    |
| Hawaii, University of                     | 1      | 1    |
| Iowa, University of                       | 2      | 2    |
| Maine, University of                      | 3      | 2    |
| Missouri, University of, at Kansas City   | 2      | 2    |
| Montclair State College                   | 2      | 2    |
| New York, State University of, at Albany  | 2      | 1    |
| North Carolina State University           | 1      | 4    |
| Northern Illinois University              |        | 5    |
| Oklahoma, University of                   |        | 5    |
| Oregon State System of Higher Education   | 1      | 3    |
| South Carolina, University of             |        | 6    |
| Texas, University of                      | 1      | 4    |
| Wayne State University                    | 2      | 3    |
| Wyoming, University of                    |        | 2    |
| TOTAL                                     | 21     | 60   |

\$14.00 to \$31.50 per week except in Hawaii, where the cost was considerably higher. Food costs ranged from \$11.20 to \$22.40 per week. At those institutes where room and board were included in the price, costs ranged from \$40.00 to \$75.00 per week. (See Table IX)

#### 5. Field Visits

The professional staffs of NUEA, USOE and NAPSAE visited the institutes of 18 participating universities while the institutes were in operation as part of a continuous monitoring plan.

The institutes visited are shown in Table X.

#### C. University Staff Specialist

The employment of year-round university staff specialists and graduate assistants in adult basic education at nine regional institutes, in accordance with the purchase order, has added a new dimension to ABE programs. Because of their familiarity with the curriculum and the training programs, the staff specialists are supplying professional aid to administrators and teacher trainers in implementing acquired skills and knowledge for pre- and in-service training programs for ABE teachers at the local level. They have established working relationships with the state ABE directors and USOE regional program officers and are maintaining contacts with the institute participants. Adult basic education courses are being developed at the universities in their regions, and some staff specialists are teaching ABE courses. In addition, they are involved in several ABE projects designed to meet special regional needs. The specialists have also been in contact with many other professionals in their regions and have been gathering and disseminating ABE materials to participants and other ABE personnel in the field. (See Appendix D)

TABLE IX

## INSTITUTE FACILITIES

| <u>Institute</u>                            | <u>Room</u>           | <u>Board</u>                        |
|---|-----------------------|-------------------------------------|
| California, University of<br>at Los Angeles |                       | \$75 per week                       |
| Colorado, University of                     |                       | \$40-\$50 per week                  |
| Connecticut, University of                  |                       | \$56 per week                       |
| Florida State University                    |                       | \$40-\$49.50 per week               |
| George Washington University                | \$17.50 per week      | \$1.07 per day                      |
| Hawaii, University of                       | \$15 per day          | \$5.75 per day                      |
| Iowa, University of                         | \$3.50-\$4.50 per day | \$3.00 per day                      |
| Maine, University of                        | \$10-\$14 per week    | \$15 for 5 days;<br>\$18 for 7 days |
| Missouri, University of<br>At Kansas City   | \$17.50 per week      | \$3.20 per day                      |
| Montclair State College                     |                       | \$40 per week                       |
| New York, State University of<br>at Albany  |                       | \$40 per week                       |



TABLE IX (Continued)

| <u>Institute</u>                        | <u>Room</u>  | <u>Board</u>        |
|---|--|---------------------|
| North Carolina State University         | \$14 per week  | ---                 |
| Northern Illinois University            | \$33-\$45 for 2 weeks                                      | \$29.10 for 2 weeks |
| Oklahoma, University of                 | \$6-\$7.50 per day singles<br>\$18 per day family cottages | \$3.50 per day      |
| Oregon State System of Higher Education | \$7-\$9 per day  |                     |
| South Carolina, University of           | \$17-\$24 per week   | ---                 |
| Texas, University of                    | \$60 per week  |                     |
| Wayne State University                  | \$4, \$5, & \$7 per day                                    | ---                 |
| Wyoming, University of                  | \$2.25-\$3 per day   | \$3.50 per day      |

TABLE X

FIELD VISITS BY USOE, NUEA AND NAPSAE  
DURING 1967 SUMMER ABE INSTITUTES

| <u>Institute</u>                            | <u>USOE</u>   | <u>NUEA</u>   | <u>NAPSAE</u> |
|---|---|---|---------------|
| California, University of<br>at Los Angeles |   | Lynn Mack   |               |
| Colorado, University of                     | Roy Minnis  | Lynn Mack   |               |
| Connecticut, University of                  | Douglas Kelly   | Gerald Foster   |               |
| Florida State University                    |   | Robert Pitchell<br>Lynn Mack  | James Dorland |
| George Washington University                | Jules Pagano<br>Douglas Kelly<br>William Neufeld<br>Gene Sullivan | Robert Pitchell<br>Herb Nichols<br>Betty Earnest<br>Maurice Iverson<br>Lois Langner |               |
| Hawaii, University of                       | Derek Nunney  |   |               |
| Iowa, University of                         | Derek Nunney<br>Harry Hilton<br>Roy Minnis                        | Calvin Hughes   |               |
| Maine, University of                        |   | Gerald Foster   |               |
| Missouri, University of<br>at Kansas City   | Harry Hilton<br>Thaine McCormick                                  | Robert Pitchell<br>Herb Nichols<br>Betty Earnest                                    | James Dorland |

TABLE X (Continued)

| Institute                                  | USOE                                 | NUEA                          | NAPSAE         |
|--|--------------------------------------|-------------------------------|----------------|
| Montclair State College                    | Grace Hewell<br>Mildred Glazer       | Calvin Hughes                 |                |
| New York, State University of<br>at Albany | Grace Hewell                         | Maurice Iverson               | Donald Carlson |
| North Carolina State University            | William Neufeld<br>George Wallace    | Betty Earnest                 |                |
| Northern Illinois University               |                                      | Calvin Hughes                 |                |
| Oklahoma, University of                    | Mil Lieberthal<br>George Blassingame |                               |                |
| Oregon State System of Higher<br>Education | Pedro Sanchez                        | Lynn Mack<br>Herb Nichols     |                |
| South Carolina, University of              | George Blassingame<br>Sally Zinno    | Betty Earnest                 |                |
| Wayne State University                     | Joseph Hill                          | Joseph Paige<br>Calvin Hughes |                |
| Wyoming, University of                     | Mil Lieberthal                       |                               |                |

## IV. EVALUATION OF THE 1967 ABE PROGRAM

### A. Evaluation Structure

The 1967 evaluation follows the "Systems Analysis and Evaluation Model" employed in the assessment of the 1966 ABE Teacher Training Program. Data will permit analysis in the following areas: demographic information; curriculum documentation; staff aide impact and effectiveness; participant achievement, attitudinal and behavioral change; institute program effectiveness; impact of institutes on state and local programs and on universities conducting them; and systematic follow-up of participants to evaluate the impact of the institutes on later activities. Elements of the program to be evaluated are as follows:

#### 1. Participants

Biographical data and information pertaining to achievement, attitude change and behavior change will be sought. Personal field interviews and objective questionnaire instruments will be used to follow-up a stratified random sample of participants (approximately 10 per cent) during 1968.

#### 2. Program Directors

A standard activities log was provided to the program directors to record institute activities. A final report, program evaluation, and appraisal of staff aides will be requested from all program directors.

#### 3. Administrative Coordinators

An assessment of the impact of the 1967 ABE Training Program on the participating universities will be requested from all administrative coordinators.

#### 4. Staff Aides

Biographical data, job descriptions and program evaluations



will be requested from all staff aides.

5. State ABE Directors

Data on the impact of the institutes on state and local programs will be requested from state ABE directors.

6. Institute Syllabi

The syllabi will be reviewed to identify alterations toward the goal of improving future institutes.

Consequent to proposals that were solicited by NUEA from four universities and three commercial concerns, Educational Psychology Associates of Ann Arbor, Michigan was designated as subcontractor to evaluate the 1967 ABE Training Program. In accordance with the contractual agreements, EPA submitted a status report on October 21, 1967, to indicate progress of the evaluation of the 1967 ABE Training Program. This report dealt mainly with the procedures involved in the construction of the evaluation instruments and in the data collected to date. An edited copy of the first status report appears as Appendix E.

The next progress report from EPA was due on or about January 1, 1968. At NUEA's request, this due date was moved up to December 1, 1967, in order to include some of the material in this Fourth Progress Report. Unfortunately, this plan appeared to be too ambitious. Data processed thus far, includes material from only nine of the nineteen regional institutes. It would be extremely hazardous to attempt an analysis of the results with over 50 per cent of the data still not processed. However, the information submitted by EPA is included as Appendix F and G for those who wish to peruse this material for present trends. Caution should be taken not to misinterpret the data presented as representative of what the final results may be.

B. Nominee Dropout Analysis

In addition to the subcontract awarded to EPA, NUEA is conducting

some evaluation of its own. As part of its overall evaluation, NUEA constructed a questionnaire which was distributed to all institute nominees recommended for participation who did not attend an institute. More than 400 questionnaires were sent out in September 1967. By November 15, 1967, 219 questionnaires had been returned. The information was coded and tabulated.

An initial analysis was made for inclusion in this report. As Table XI reveals, approximately 50 per cent of the 219 listed their role in ABE as teachers. Approximately 42 per cent were listed as administrators or supervisors, while four per cent reported no role in ABE. About ten per cent listed "other" as their answer, and among some of the categories listed are OEO agency staff, prison and welfare personnel, and other federal employees. The total is greater than 100 per cent due to possible multiple answers.

TABLE XI  
RESPONSES FROM NOMINEES  
WHO DID NOT ATTEND INSTITUTES

| <u>Role in ABE</u> | <u>Response Frequency</u> | <u>Per Cent of Response</u> |
|--------------------|---------------------------|-----------------------------|
| Teacher            | 109                       | 50                          |
| Administrator      | 63                        | 29                          |
| Supervisor         | 29                        | 13                          |
| None               | 9                         | 4                           |
| Other              | 22                        | 10                          |

The questionnaire asked if the financial classification influenced the nominee's decision not to attend. As indicated earlier, payments to participants were under three classifications:

1. Travel and stipend payments (teacher trainers and stipend administrators)
2. Travel, but not stipend payments (non-stipend administrators)
3. Neither travel nor stipend payments (federal participants).

According to Table XII, eighty-three per cent responded that they were to receive travel and stipend allowances, and that this was no factor in their decision. One half of one per cent replied that the stipulation that they were to receive travel only determined their decision not to attend. Four per cent of those who were to receive travel only said it did not affect their decision. Almost two per cent declined because they were to receive neither travel nor stipend, while one and one half per cent said that this category had no effect on their decision. Nine per cent did not respond to this question.

TABLE XII                      RESPONSES FROM NOMINEES  
WHO DID NOT ATTEND INSTITUTES

| <u>Influence of Financial Classification</u> | <u>Response Frequency</u> | <u>Per Cent</u> |
|--|---------------------------|-----------------|
| Travel and stipend: No effect on decision    | 181                       | 83              |
| Travel only: Affected decision               | 1                         | 0.5             |
| Travel only: No effect on decision           | 10                        | 4               |
| No Travel or stipend: Affected decision      | 4                         | 2               |
| No travel or stipend: No effect on decision  | 3                         | 1.5             |
| No Response                                  | <u>20</u>                 | <u>9</u>        |
|  | 219                       | 100             |

Respondents were asked to check the reason for not attending the institute. As Table XIII shows, the reason checked most often (31 per cent) was that the dates of the institute conflicted with duties. Twenty-eight per cent checked "personal or family reasons." Eighteen per cent cited "change in jobs or job requirements." Sixteen per cent said they would have attended if institutes had been scheduled at a different time, while four per cent said they would have attended if the institute had been held at a different place. Twelve per cent stated that they could have attended had they received earlier notification of acceptance. One per cent reported that they were no

longer involved in ABE programs. Twenty per cent checked the "other" column. Although a few of the respondents expanded on their answers, some remarks were:

- "I was asked to let the new supervisor attend."
- "Racial tension in (city of institute) was too high."
- "Availability of a better participant."
- "Mail was not forwarded to my new address in. . ."

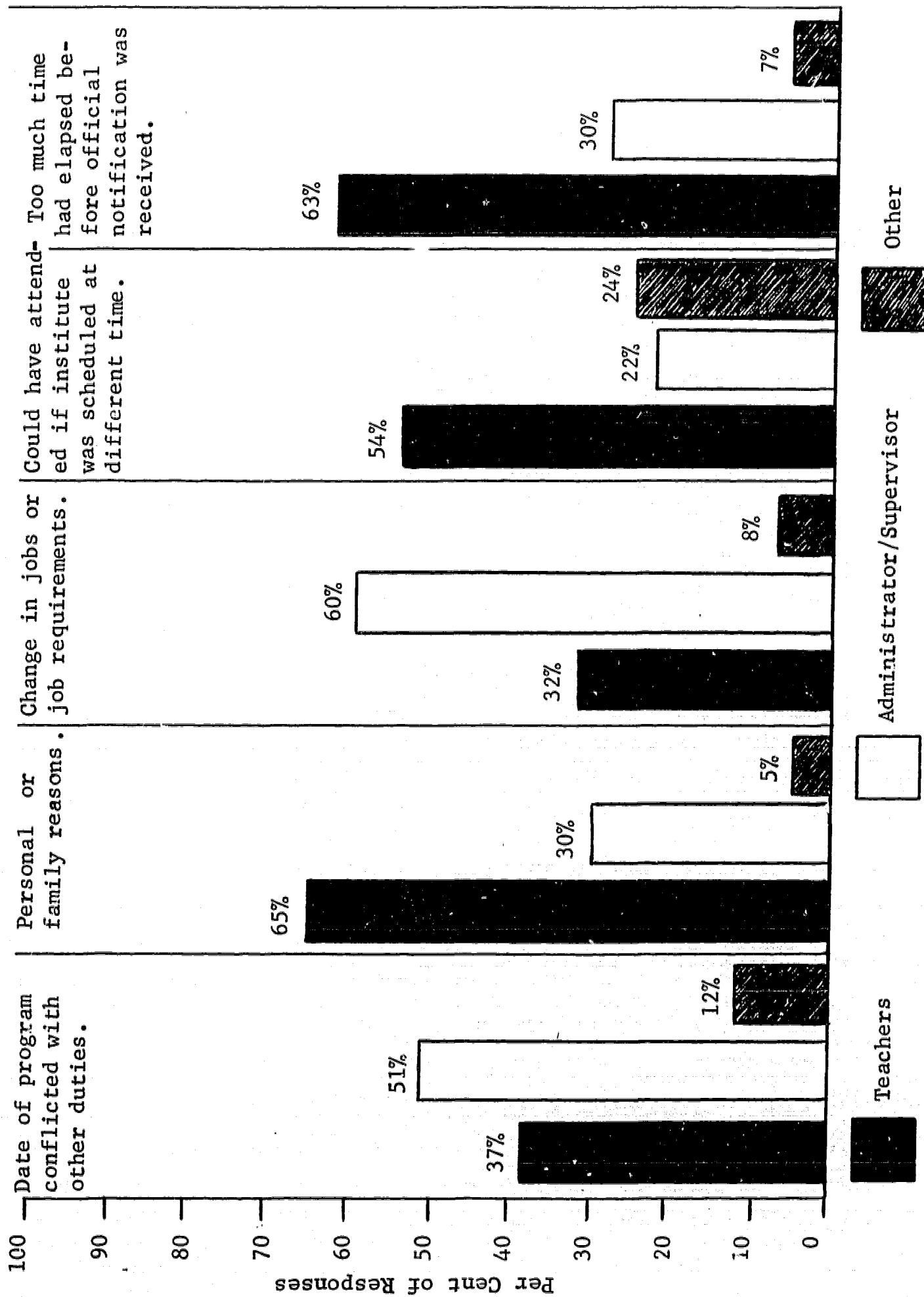
TABLE XIII            RESPONSES FROM NOMINEES  
WHO DID NOT ATTEND INSTITUTES

| <u>Reasons for not attending</u>   | <u>Response Frequency</u> | <u>Per Cent of Response</u> |
|--|---------------------------|-----------------------------|
| Dates of program conflicted with duties                                    | 68                        | 31                          |
| Personal or family reasons   | 60                        | 28                          |
| Change in jobs or job requirements   | 38                        | 18                          |
| Would have attended if institute<br>had been scheduled at a different time | 37                        | 16                          |
| Too much time elapsed before official<br>notification was received         | 27                        | 12                          |
| Would have attended if institute had<br>been at a different place          | 10                        | 4                           |
| No longer involved in ABE program  | 3                         | 1                           |
| Other reasons  | 45                        | 20                          |
| No response  | 4                         | 2                           |

As indicated on the graph on page 38, 51 per cent of the 68 responses to "Dates of program conflicted with other duties" were from nominees who classified themselves as administrators/supervisors. Teachers comprised 37 per cent of the respondents in this category. Administrators/supervisors were also the dominant group in the "Change in job or job requirements" category, totaling 60 per cent of the 60 responses, while 32 per cent were teachers.



REASONS FOR NOT ATTENDING 1967 ABE TRAINING INSTITUTE  
BY ABE ROLE IN PER CENT



Of the number declining because of "Personal or family reasons," 65 per cent were teachers while 30 per cent were administrators/supervisors. Of the 37 who responded to "Would have attended if institute had been scheduled at a different time," 54 per cent were teachers, 22 per cent administrators/supervisors. Of those indicating "Too much time elapsed before official notification was received" 63 per cent were teachers while 30 per cent were administrators/supervisors.

The nominees who withdrew were then asked if they would be interested in attending some future ABE institute. Ninety per cent responded "yes", seven per cent "no", while three per cent did not answer. (Table XIV)

TABLE XIV                      RESPONSES FROM NOMINEES  
WHO DID NOT ATTEND INSTITUTES

| <u>Interested in attending<br/>future institutes</u> | <u>Response<br/>Frequency</u> | <u>Per Cent</u> |
|--|-------------------------------|-----------------|
| Yes  | 198                           | 90              |
| No   | 15                            | 7               |
| No Response  | 6                             | 3               |

APPENDIX A  
1967 CURRICULUM ADVISORY GROUP

STATE DIRECTORS ADVISORY GROUP

Gary A. Eyre, Head, Adult Education Section, Division of  
Education Beyond High School, State Department of  
Education, Colorado

C. J. Johnston, Chief, Bureau of Adult Education, State  
Department of Public Instruction, Iowa

Thomas W. Mann, Director of Adult Education, Office of  
Public Instruction, Illinois

John Moran, State Supervisor, Adult Basic Education, State  
Department of Education, Maine

Monroe C. Neff, Director, Division of Adult Education and  
Community Services, State Board of Education,  
North Carolina (Presently Director, Division of Continuing  
Education, State Education Department, New York)

Stanley Sworder, Chief, Bureau of Adult Education, State  
Department of Education, California

Joe Timkin, Director, Adult Basic Education, State  
Department of Education, Oklahoma

Curtis Ulmer, Coordinator, Adult Basic Education, State  
Department of Education, Florida

Clyde E. Weinhold, Director, Bureau of Academic and Adult  
Education, State Department of Education, New Jersey

## PRESIDENT'S ADVISORY COMMITTEE ON ADULT EDUCATION

E. Roby Leighton, Director of Adult Basic Education,  
State Department of Public Instruction, Arizona

## UNITED STATES OFFICE OF EDUCATION

### Consultants

Joseph E. Hill, Associate Dean of the Graduate Division,  
Wayne State University, Detroit, Michigan

John M. McKee, Executive Director, Rehabilitation  
Research Foundation, Elmore, Alabama

O. William Perlmutter, Dean, College of Arts and  
Sciences, State University of New York at Albany,  
Albany, New York

## NATIONAL UNIVERSITY EXTENSION ASSOCIATION

### Consultants

William E. Barron, Director, Office of Extension Teaching  
and Field Service Bureau, University of Texas,  
Austin, Texas

Robert Barnes, University of California at Davis,  
Davis, California

Sam E. Hand, Director of Continuing Education, Florida  
State University, Tallahassee, Florida

## NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION

### Consultants

Joseph A. Mangano, Associate, Continuing Education,  
State Education Department, Albany, New York

Frank Commander, Director, Adult Basic Education, State  
Department of Education, Columbia, South Carolina

Frank B. Lawrence, Assistant to the Assistant Superintendent,  
Adult Education, Vocational Education and Summer Schools,  
District of Columbia Public Schools, Washington, D. C.

APPENDIX B

PROFESSIONAL RESOURCE LIST

FOR THE

1967 ADULT BASIC EDUCATION PROGRAM

| <u>Name and Present<br/>Position</u>  | <u>Specialization</u>   |
|---|---|
| ADAIR, J. B.<br>Prof., Adult Education<br>North Carolina State University<br>Raleigh, North Carolina  | Use of educational technology;<br>methods of teaching reading<br>and communication skills.  |
| AKER, George F., Prof.;<br>Head, Dept. of Adult Education<br>Florida State University<br>Tallahassee, Florida   | Psychological factors affecting<br>adult learning; methods of adult<br>instruction; evaluation of ABE<br>programs.                                    |
| ARGENTO, Barry J.<br>Chief, Staff Training Systems<br>and Operations Branch<br>Job Corps, Office of Economic<br>Opportunity<br>1200 - 19th Street, N. W.<br>Washington, D. C. 20506 | Training of teachers and coun-<br>selors for use of materials for<br>instructing illiterate adults.   |
| ARNSTEIN, George E.<br>Project Director<br>National Education Association<br>1201 - 16th Street, N. W.<br>Washington, D. C. 20036   | Manpower development; impact<br>of technological change (auto-<br>mation); employment problems<br>of the disadvantaged.                               |
| AST, Ray J.<br>Director, Adult Education<br>Resource Center<br>Montclair State College<br>Upper Montclair, New Jersey   | Organization and management;<br>inter-agency cooperation in<br>community; material evaluation<br>guidelines; pre-service and in-<br>service training. |



| <u>Name and Present Position</u>  | <u>Specialization</u>   |
|---|---|
| ATWOOD, H. Mason<br>Asst. Prof., Adult Education<br>Indiana University<br>Bloomington, Indiana                                      | Principles of adult learning; characteristics of the under-educated adult; program planning for adult education.  |
| AXFORD, Roger W.<br>Director, Adult Education<br>Associate Professor, Education<br>Northern Illinois University<br>DeKalb, Illinois | "Reading Improvement--Key to Knowledge!"; "Promoting the Adult Education Story!"; "Understanding the Adult Learner"; "Who is an Ideal Adult Education Teacher?" |
| BANKS, Virginia, Consultant<br>Colorado Department of Education<br>420 State Office Building<br>Denver, Colorado 80203              | Curriculum and instruction in adult basic education.  |
| BARNES, Robert F., Assistant Prof., Dept. of Agricultural Ed. at University of California at Davis<br>Davis, California 95616       | Barriers in adult basic education; the role of the teacher; the effect of verbal and non-verbal communications.   |
| BOONE, Edgar J., Professor, Dir., Dept. of Adult Education<br>North Carolina State University<br>Raleigh, North Carolina            | Curriculum development process in adult basic education.  |
| BRADTMUELLER, Weldon G.<br>Consultant, ABE<br>State Department of Education<br>Tallahassee, Florida                                 | Principles of teaching reading; selection and utilization of instructional materials; diagnostic teaching of reading.   |
| BRAZZIEL, William F.<br>Dir., General Education<br>Virginia State College<br>Norfolk, Virginia                                      | Psychological-sociological characteristics of ABE students; recruitment; curriculum development and evaluation; program evaluation.                             |
| BROWN, Harold C.<br>Sociologist and Assoc. Prof.<br>Division of Urban Affairs<br>University of Delaware<br>Newark, Delaware         | Population analysis and urban sociology.  |

Name and Present  
Position

Specialization

BROWN, Edward T.  
Dir., Regional Curriculum  
Project  
50 Whitehall Street, S. W.  
Atlanta, Georgia 30303

Individualized remedial instruction with auto-instructional, programmed, and other special-type materials.

BURMAN, Arthur C.  
Coordinator, Extension Classes  
Division of Adult Education and  
Community Service  
University of Wyoming  
Laramie, Wyoming

Socio-psychological characteristics of the undereducated; understanding and motivating adult basic education students; adult learning.

BUTCHER, Donald G.  
Coordinator, Adult Education &  
Community Service Program  
Michigan Dept. of Education  
123 West Ottawa Street  
Lansing, Michigan 48933

Establishing high school completion programs; developing comprehensive community education programs; organizing a community to mobilize its physical and human resources.

CANTELOPE, Leo J.  
Dir. of College Centers for  
Adult Continuing Education  
N.J. State Dept. of Education  
Willingboro, New Jersey

Pre-service and in-service teacher training programs; training programs for directors of ABE.

CICCARIELA, Bruno  
Senior Supervisor  
Mass. State Dept. of Education  
200 Newbury Street  
Boston, Massachusetts 02116

Role of the teacher; curriculum; methodology; English as a second language; recruitment; psychology of the undereducated.

COMMANDER, Frank  
Asst. Director  
Division of Adult Education  
S.C. State Dept. of Education  
1001 Main Street  
Columbia, South Carolina 29202

Administration.

Name and Present  
Position

Specialization

COOPER, Charles P.  
Coord., Conferences & Institutes  
& Noncredit Evening Classes  
Division of Adult Education &  
Community Service  
University of Wyoming  
1907 Custer  
Laramie, Wyoming 82070

Administration, organization  
and management of classes.

CROFT, Fred A.  
Dir., Migrant Education  
Ind. State Dept. of Public Instruction  
Rm. 227 State House  
Indianapolis, Indiana 46204

Program specialist in the edu-  
cation of seasonal and migratory  
farm workers; working with  
Spanish-speaking Mexican  
Americans.

CURRY, Robert  
Assoc. Prof. and Director  
of Reading Laboratory  
College of Education  
University of Oklahoma  
Norman, Oklahoma

Development of reading and  
language skills.

DeBOW, George W.  
Dir., ABE Programs  
S.D. State Dept. of Public  
Instruction  
Pierre, South Dakota 57501

Finance and budgeting of pro-  
grams; cooperative financing of  
projects.

DECK, James B.  
State Supervisory ABE Programs  
286 E. Capitol Building  
Charleston, West Virginia 25305

Promotion; recruitment; general  
supervision.

DORLAND, James B.  
Asst. Dir., Division of  
Adult Education Service  
National Education Assoc.  
1201 - 16th Street, N. W.  
Washington, D. C. 20036

"How to Effect Educational  
Change Through Legislation--  
An Overview and A Look Ahead."

Name and Present  
Position

Specialization

DORSEY, James D.  
Consultant  
Conn. State Dept. of Education  
State Office Building  
Hartford, Connecticut 06115

Public relations; legislation;  
advisory committees.

EYRE, Gary A.  
Section Head  
Colo. Dept. of Education  
420 State Office Building  
Denver, Colorado 80203

Adult education administration;  
adult basic education; high  
school completion; general  
educational development.

FARLEY, Jere  
Dir., Adult Education  
Tenn. State Dept. of Education  
141 Cordell Hull Building  
Nashville, Tennessee 37219

Organization and administration  
of state and local programs.

FARLING, John J.  
Asst. Dir., Continuing Education  
University of Connecticut  
Storrs, Connecticut 06268

Administration of conferences,  
institutes and noncredit courses  
for educational and business  
enterprises.

FERGUSON, Alex P.  
Prof. Psychology  
Willimantic State College  
Willimantic, Connecticut

Testing methods and application.

FITZGERALD, Hunter A.  
Supervisor, ABE  
Los Angeles City Schools  
27667 S. Flaming Arrow  
Palos Verdes, California

Supervision of adult basic  
education programs.

GAMBACORTA, Rocco  
Administrator, ABE  
State Dept. of Education  
225 West State Street  
Trenton, New Jersey 08625

Administration, state and local  
level; recruitment; guidance;  
advisory committees.

Name and Present  
Position

Specialization

GARTNER, Richard  
Director, ABE  
Texas Education Agency  
3608 Talleson Terrace  
Austin, Texas 78704

Adapting materials; teaching  
techniques; teacher in-service  
training.

GHAN, Bill  
Coordinator of Civil Defense  
Mo. State Dept. of Education  
P. O. Box 480  
Jefferson City, Missouri 65101

Administration

HERSHEY, Harvey  
Staff Specialist, ABE  
Wayne State University  
Detroit, Michigan

Administration of local and state  
ABE programs; ABE teacher  
education programs.

HEWELL, Grace L.  
Program Officer  
Adult Education Programs  
Region II, BAVL  
HEW, Office of Education  
42 Broadway  
New York, New York

Community study and analysis;  
comprehensive community plann-  
ing and program development;  
psycho-social needs; character-  
istics of low income adults.

HILL, Leonard R.  
Consultant, ABE  
State Dept. of Nebraska  
12th Floor  
State Capitol Building  
Lincoln, Nebraska 68509

Sociological implications in adult  
basic education instruction.

HOUGHTON, Alfred T.  
Chief, Bureau of Basic Continuing  
Education  
N. Y. State Education Dept.  
Albany, New York 12224

Administration on state and local  
level.



Name and Present  
Position

Specialization

GARTNER, Richard  
Director, ABE  
Texas Education Agency  
3608 Talleson Terrace  
Austin, Texas 78704

Adapting materials; teaching  
techniques; teacher in-service  
training.

GHAN, Bill  
Coordinator of Civil Defense  
Mo. State Dept. of Education  
P. O. Box 480  
Jefferson City, Missouri 65101

Administration

HERSHEY, Harvey  
Staff Specialist, ABE  
Wayne State University  
Detroit, Michigan

Administration of local and state  
ABE programs; ABE teacher  
education programs.

HEWELL, Grace L.  
Program Officer  
Adult Education Programs  
Region II, BAVL  
HEW, Office of Education  
42 Broadway  
New York, New York

Community study and analysis;  
comprehensive community plann-  
ing and program development;  
psycho-social needs; character-  
istics of low income adults.

HILL, Leonard R.  
Consultant, ABE  
State Dept. of Nebraska  
12th Floor  
State Capitol Building  
Lincoln, Nebraska 68509

Sociological implications in adult  
basic education instruction.

HOUGHTON, Alfred T.  
Chief, Bureau of Basic Continuing  
Education  
N. Y. State Education Dept.  
Albany, New York 12224

Administration on state and local  
level.

Name and Present  
Position

Specialization

HURST, Charles G., Jr.  
Assoc. Dean  
Dir., Communication Sciences  
Research Center  
College of Liberal Arts  
Howard University  
Washington, D. C.

Speech and language development;  
speech and language problems  
of the disadvantaged; communi-  
cation barriers; interpersonal  
and race relations.

HYER, Anna L.  
Executive Secretary  
National Education Assoc.  
Dept. of AV Instruction  
1201 - 16th Street, N. W.  
Washington, D. C. 20036

Can furnish bibliographies and  
sample publications dealing with  
instructional media and edu-  
cational technology.

JAHNS, Irwin R.  
Asst. Prof.  
Dept. of Adult Education  
Florida State University  
Tallahassee, Florida

Program development and  
evaluation; training.

JOHNSTON, C. J.  
Chief, Adult Education  
Ia. State Dept. of Public  
Instruction  
State Office Building  
Des Moines, Iowa

Administration; recruitment and  
promotion.

KINCAID, Gerald L.  
Language Arts Consultant  
Minn. State Dept. of Education  
Centennial Building  
St. Paul, Minnesota 55101

Communication and language  
blocks to learning and communi-  
cation.

KNOTTTS, Jim L.  
State Director  
Adult Education  
State Capitol Building  
Baton Rouge, Louisiana 70804

Guidance and counseling for  
ABE students.

Name and Present  
Position

Specialization

KOEHLER, William E.  
Dir., Division of Extension  
Education  
Pittsburgh Public Schools  
341 S. Bellefield Avenue  
Pittsburgh, Pennsylvania 15213

Organization and administration  
of adult basic schools in the basic  
schools in the city. Aided in  
development of film series  
"Adult Basic Education and the  
Teacher."

LAWRENCE, Frank B.  
Asst. to the Asst. Superintendent  
D. C. Public Schools  
13th and K Streets, N. W.  
Washington, D.C. 20005

Administration of adult education  
programs; utilization of commun-  
ity resources.

LEE, W. W.  
Consultant, ABE  
State Dept. Public Instruction  
Kansas State Education Building  
120 East 10th Street  
Topeka, Kansas 66612

Suggestions and ideas for holding  
power after recruitment and en-  
rollment; presentation of materials  
to the adult learner.

LEIGHTON, E. Roby  
Dir., ABE  
State Dept. of Public Instruction  
1333 W. Camelback Road  
Suite 211  
Phoenix, Arizona 85013

Bilingual, bicultural adult edu-  
cation; value orientations; inno-  
vative programs to individualize  
instruction and to utilize volunteers  
under a State department program.

LeVINE, James  
Administrator  
Hawaii State Dept. of Education  
1106 Koko Head Avenue  
Honolulu, Hawaii 96816

Administration and curriculum.

LUKE, Robert A.  
Executive Secretary  
National Assoc. for Public  
School Adult Education  
1201 - 16th Street, N. W.  
Washington, D. C. 20036

"Effecting Community and  
Hierarchical Change"; develop-  
ment of training design for pre  
and in-service professional  
education.

Name and Present  
Position

Specialization

LYON, W. Bemon  
Asst. State Superintendent  
State Dept. of Education  
State Office Building  
Montgomery, Alabama 36104

Administration.

MARKLE, Susan M.  
Head, Programed Instruction  
Office of Instructional Resources  
University of Illinois  
Chicago, Illinois 60608

Training of programers; evaluation and development of instructional materials through application of the programing process. (Prefer to be represented by a programed film on the programing process - 16 color.)

MARSH, C. Paul  
Assoc. Prof.  
Dept. of Sociology  
North Carolina State University  
Raleigh, North Carolina

Some aspects of American social structure and their implications for adult basic education.

McKEE, John M.  
Dir., Rehabilitation Research  
Foundation  
Draper Correctional Center  
P. O. Box 1107  
Elmore, Alabama 36025

Individualized instruction; programed instruction; motivational techniques; learning theory.

MINICH, Carl E.  
Lecturer, State University of  
N. Y. at Buffalo  
Dir., Amherst Adult School  
4301 Main Street  
Buffalo, New York 14226

Administration; pre and in-service training programs; staffing and personnel problems; public relations; promotion and publicity; evaluation; school management.

MINNIS, Roy B.  
Program Officer  
U. S. Office of Education  
Region VIII, D/HEW  
7889 E. Kenyon Avenue  
Denver, Colorado 80237

Administration; instructional materials; curriculum; organized Adult Basic Education for U.S.O.E., three teacher training workshops.

Name and Present  
Position

Specialization

MORAN, John P.  
State Supervisor, State House  
Augusta, Maine

Administration.

NADLER, Leonard  
Assoc. Prof. Adult Education  
George Washington University  
Washington, D. C.

Teacher training; training of  
trainers; training design; work-  
ing with disadvantaged.

NEFF, Monroe C.  
Asst. Dir. State Dept. of  
Community Colleges  
State Dir. of Adult Education and  
Community Service  
State Board of Education  
Raleigh, North Carolina

Administration; program super-  
vision; developmental tasks of  
adults.

NEUFELD, William  
Program Officer  
U. S. Office of Education  
Region III, D/HEW  
220 - 7th Street, N. E.  
Charlottesville, Virginia 22901

Regional planning; adult education  
in Africa.

NEWSOM, William M.  
Supervisor, ABE  
R.I. Dept. of Education  
Roger Williams Building  
Hayes Street  
Providence, Rhode Island

Administration.

OFEISH, Gabriel D.  
Prof. of Education  
Catholic University of America  
Dir., Center for Educational  
Technology  
Washington, D.C. 20017

Educational technology.



Name and Present  
Position

Specialization

OLIVERO, James L.  
Asst. Secretary  
National Commission on  
Teacher Education and  
Professional Standards  
National Education Assoc.  
1201 - 16th Street, N. W.  
Washington, D. C. 20036

Development of teacher aide  
programs; establishment of indi-  
vidualized performance curricula  
in reading; mathematics, indus-  
trial arts, home economics,  
business education.

OTTO, Wayne  
Assoc. Prof.  
University of Wisconsin  
Madison, Wisconsin

Basic instruction in reading.

PATTISON, Rose Mary  
Dir., ABE  
State Dept. of Education  
277 State House  
Indianapolis, Indiana 46204

Counseling; organization;  
administration.

PERRIL, Lester S.  
Coord. of Adult Education  
College of Education  
Arizona State University  
Tempe, Arizona

Social background of low economic  
and low education groups in U.S.;  
development of an ABE program  
to meet community needs; getting  
a program started; evaluation  
methods.

POPHAM, W. James  
Assoc. Prof.  
University of California  
Encino, California 91316

Educational objectives; instruc-  
tional methodology; evaluation;  
teacher preparation.

REYNOLDS, Rex  
Industrial Relations Center  
University of Chicago  
Chicago, Illinois 60637

Programed instruction.

Name and Present  
Position

Specialization

RINEY, Ruby  
Part-time ABE Teacher  
Elementary Teacher  
1611 Penn. Avenue, N.  
Minneapolis, Minnesota 55411

Teaching non-readers; operating  
teaching machines, i. e., con-  
trolled reader; tachistoscope.

ROWLES, Richard W.  
Dir., ABE  
State Dept. of Education  
Capitol Building  
Cheyenne, Wyoming

Administration of adult basic  
education at state level.

SHELTON, Donald K.  
Dir., ABE  
State Dept. of Education  
305 Public Service Building  
Salem, Oregon 93710

Administration.

SHEVLIN, Mona B.  
School of Education  
Catholic University of America  
Washington, D. C. 20017

Guidance and counseling.

STRUMBECK, Ronald E.  
State Supervisor, Adult Education  
Dept. of Public Instruction  
32 Old Oak Road  
Newark, Delaware 19711

Administration

SUPPLE, Robert V.  
Prof. of Education  
University of Maine  
Orono, Maine 04473

Administration; philosophy of  
ABE; social living and citizen-  
ship; social sciences and meth-  
odology of instruction.

TEICHERT, Robert H.  
Specialist, Adult Education  
Utah State Board of Education  
1400 E. S. Temple  
Salt Lake City, Utah 84111

Psychology of learning - adult  
psychology; sociology of poverty  
organization and administration  
of adult education programs.

Name and Present  
Position

Specialization

TIMKEN, Joe E.  
State Director, ABE  
State Dept. of Education  
Oklahoma City, Oklahoma 73105

Identification and use of educational opinion leaders as a source for community support and for continuing educational experiences in adult learning for ABE students.

TIMMONS, George  
Dir., ABE Programs  
Region, IX  
Assoc. Prof. of Education  
Portland State College  
Portland, Oregon 97207

Organization and administration of adult education programs.

TROY, Claire E.  
Coordinator, ABE  
State Dept. of Public Instruction  
P. O. Box 911  
Harrisburg, Pennsylvania 17126

Program administration.

Von BRAUCHITSCH, Mathias  
Executive Producer  
NAEB DAVI  
4337 Fifth Avenue  
Pittsburgh, Pennsylvania 15213

Use of television in adult basic education.

WARREN, Virginia B.  
(Free Lance Writer and  
Publicist in Education)  
616 D Street, S. E.  
Washington, D. C. 20003

Preparation of material for students and teacher trainers; publicizing and promoting adult basic education programs for student recruitment and public support; author "Adult Basic Education: A Guide for Teachers and Teacher Trainers."

Name and Present  
Position

Specialization

WEDBERG, Desmond P.  
Dir., Center for Educational  
Technology  
College of Education  
University of Maryland  
College Park, Maryland

Instructional implications of  
educational technology; admini-  
stering instructional media  
services.

Note:

This listing is abridged from the Professional Resource List which was prepared for the 1967 Institutes, and which contained also telephone numbers and dates of availability.

PROFESSIONAL RESOURCE LIST  
FOR THE  
1967 ADULT BASIC EDUCATION PROGRAM

United States Office of Education  
Division of Adult Education Personnel  
Regional Office Building  
7th and D Streets, S. W.  
Washington, D. C. 20202

Mr. Jules Pagano, Director  
Adult Education Programs

Dr. Derek N. Nunney, Director  
Adult Basic Education Program

Mr. Hy Hoffman, Chief  
State Plan Program Operations

Mr. Mil Lieberthal, Chief  
Program Development



PROFESSIONAL RESOURCE LIST  
FOR THE  
1967 ADULT BASIC EDUCATION PROGRAM

National University Extension Association

1820 Massachusetts Avenue, N. W.

Washington, D. C. 20036

Dr. Robert Pitchell  
Executive Director

Mr. Lynn Mack  
Project Manager

Dr. G. M. ter  
Proc. Director

Dr. Joseph Paige  
Consultant

Dr. Maurice T. Iverson  
Consultant

Miss Betty Earnest  
Programed Instruction  
Specialist

Mr. Herbert Nichols  
Education Media Specialist

## APPENDIX C

### FILMS FROM THE ADULT BASIC EDUCATION

#### PRE-INSTITUTE SEMINAR

Detroit -- May, 1967

1. Dr. Nancy Schlossberg and Dr. Stanley Caplan -- Guidance and Counseling in Adult Basic Education  
Part 1, 27 minutes; Part 2, 28 minutes \*

Dr. Schlossberg discusses the need to examine our prejudices when dealing with older adult basic education students.

Dr. Caplan adds discussion of other prejudices.

Stress is placed on the importance of using professionally trained counselors. It is advocated that paraprofessionals be used but under the supervision of trained professionals. It is felt that teachers, on the whole, do not make good counselors inasmuch as they generally have directive personalities.

2. Dr. John McKee -- Management of Individualized Learning  
38 minutes \*

Dr. McKee describes the use of programed instruction, diagnosis, the signed contract and other incentives at the State Penitentiary in Elmore, Alabama.

McKee discusses ABE in a prison setting but the principles involved are applicable for all undereducated adults.

3. Dr. Derek Nunney -- Problems and Innovation in Adult Basic Education  
24 minutes \*

This speech provides a discussion of the overall purposes of

\* Approximate length

adult basic education and the problems confronting such a program.

Information is given on the numbers of undereducated adults in this country and their various levels of competencies in the basic skills, with emphasis being given to the necessity of increasing the efficiency of instruction. Stress is placed on the importance of individualized instruction, and the place and uses of educational technology as related to adult basic education.

Nunney ends the presentation with a challenge to teachers and administrators calling for innovation. A discussion of the new and crucial role of teachers in individualized learning situations should follow this film.

4. Mr. Jules Pagano -- Federal Role in Adult Education  
27 minutes \*

Mr. Pagano discusses the Federal government's concern about functional illiteracy. He predicts the government will eventually move into the field of high school education for adults. He points out that this is a new field, without the sometimes encumbrance of the past.

5. Dr. William Perlmutter -- Human Values in Adult Basic Education  
25 minutes \*

Dr. Perlmutter discusses the exciting nature of adult basic education. He points out that the adult basic education student must also be exposed to the arts, to creativity, and possibly to being creative himself.

6. Dr. James Popham -- Establishing Instructional Objectives  
27 minutes \*

Dr. Popham analyzes teacher training programs in existing institutions and discusses a design for improving such programs. The elements in good teacher training programs, from establishing specific behavioral objectives to evaluation, also apply to good programing. Stress is placed on personalizing instruction in terms of individualized means and individualized ends.

\* Approximate length

7. Mrs. Florence Striph -- Programed Instruction in Adult Basic Education  
43 minutes

Mrs. Striph describes an experimental study she directed at Garden City, Michigan. This group involved high school drop-outs with a range of reading ability starting at 2.5 level. The control group was given conventional instruction; the other group received programed instruction. Dramatic comparisons are described. Mrs. Striph then discusses the use of programed instruction in Macomb County Community College, working with teachers, diagnosing difficulties and using other educational techniques.

\* Approximate length

APPENDIX D  
ADMINISTRATIVE COORDINATORS, PROGRAM DIRECTORS  
AND UNIVERSITY STAFF SPECIALISTS AT  
THE 1967 ABE TRAINING INSTITUTES

| Extension Dean<br>or Director   | Administrative<br>Coordinator  | Program<br>Director  | University Staff<br>Specialist  |
|---|--|--|---|
| California, University of<br>Dean Paul H. Sheats<br>University Extension<br>Los Angeles, California | Robert Kindred<br>University of California<br>Extension, UCLA<br>Los Angeles, California | Hunter Fitzgerald<br>University of California<br>Extension, UCLA<br>Los Angeles, California        | Edgar Easley<br>Urban Affairs Adm.<br>University of California<br>at Los Angeles<br>Los Angeles, California |
| Colorado, University of<br>Dean D. Mack Easton<br>Extension Division<br>Boulder, Colorado           | Dean D. Mack Easton<br>Extension Division<br>Boulder, Colorado                           | Clay N. Berg, Jr.<br>Bureau of Class<br>Instruction<br>University of Colorado<br>Boulder, Colorado | Vincent J. Amanna<br>Extension Division<br>University of Colorado<br>Boulder, Colorado                      |



| Extension Dean<br>or Director   | Administrative<br>Coordinator   | Program<br>Director  | University Staff<br>Specialist   |
|---|---|--|--|
| Connecticut, University<br>of<br>Dean Robert B. Norris<br>Division of University<br>Extension.<br>Storrs, Connecticut | Mr. John J. Farling<br>Continuing Education<br>Center<br>University of Connecticut<br>Storrs, Connecticut | Dr. Alex Ferguson<br>Willimantic State College<br>Willimantic, Connecticut   | Stanley J. McConner, Sr.<br>Division of Urban Ext.<br>University of Connecticut<br>Storrs, Connecticut |
| Florida State University<br>Director Samuel E. Hand<br>Off Campus Instruction<br>Tallahassee, Florida                 | Dr. Charles O. Jones<br>Office of Continuing Ed.<br>Florida State University<br>Tallahassee, Florida      | Dr. Irwin R. Jahns<br>Assistant Professor of<br>Adult Education<br>Florida State University<br>Tallahassee, Florida          | Henry G. Brady<br>Dept. of Adult Education<br>Florida State University<br>Tallahassee, Florida         |
| George Washington Univ.<br>Dean Eugene R. Magruder<br>College of General<br>Studies<br>Washington, D. C.              | Dr. Clark Trundle<br>School of Education<br>George Washington Univ.<br>Washington D. C.                   | Mrs. Thelma Cornish<br>Supervisor of Adult<br>Basic Education<br>Maryland State Dept. of<br>Education<br>Baltimore, Maryland |  |

| Extension Dean<br>or Director   | Administrative<br>Coordinator  | Program<br>Director  | University Staff<br>Specialist |
|---|--|--|--------------------------------|
| Hawaii, University of<br><br>Acting Dean<br>William D. Lampard<br>College of General<br>Studies<br>University of Hawaii<br>Honolulu, Hawaii | Acting Dean<br>William D. Lampard<br>College of General<br>Studies<br>University of Hawaii<br>Honolulu, Hawaii | Dr. Donald Klopff<br>College of General<br>Studies<br>University of Hawaii<br>Honolulu, Hawaii                       |                                |
| Iowa, University of<br><br>Dean Robert F. Ray<br>Division of Extension<br>and University Services<br>University of Iowa<br>Iowa City, Iowa  | Dr. Gordon B. Wasinger<br>Extension Class Service<br>University of Iowa<br>Iowa City, Iowa                     | Dr. J. Leonard Davies<br>Bureau of Instructional<br>Services<br>University of Iowa<br>Iowa City, Iowa                |                                |
| Maine, University of<br><br>Director John M. Blake<br>Continuing Education<br>Division<br>Extension Service<br>Orono, Maine                 | Dr. Robert Supple<br>University of Maine<br>Orono, Maine   | Dr. Mary Mulvey<br>Division of Adult Ed.<br>Board of Education<br>Public School Dept.<br>Providence, Rhode<br>Island |                                |

| Extension Dean<br>or Director   | Administrative<br>Coordinator   | Program<br>Director   | University Staff<br>Specialist   |
|---|---|---|--|
| Missouri, University of<br><br>Vice President<br>C. Brice Ratchford<br>University Extension<br>Division<br>University of Missouri<br>Columbia, Missouri | Mr. David A. Tanquary<br>University of Missouri<br>at Kansas City<br>Division of Continuing<br>Education<br>Office of Educational<br>Conferences<br>Kansas City, Missouri | Dr. Edmonia Davidson<br>Associate Professor of<br>Education<br>Howard University<br>Washington, D. C.   | Bill J. Brisco<br>University of Missouri<br>at Kansas City<br>Division of Continuing<br>Education<br>Kansas City, Missouri |
| Montclair State College<br><br>President<br>Dr. Thomas Richardson<br>Montclair State College<br>Upper Montclair,<br>New Jersey                          | Mr. Robert E. MacVane<br>Director, Evening Div.<br>& Summer Session<br>Montclair State College<br>Upper Montclair,<br>New Jersey  | Raymond J. Ast, Jr.<br>Director ABE Center<br>Montclair State College<br>Upper Montclair,<br>New Jersey |  |

| Extension Dean<br>or Director   | Administrative<br>Coordinator   | Program<br>Director   | University Staff<br>Specialist  |
|---|---|---|---|
| New York State Univ.<br>of Albany<br><br>Dean Irving A. Verschoor<br>College of General<br>Studies<br>State University of New<br>York at Albany<br>Albany, New York | Dr. John A. Ether<br>State University of New<br>York at Albany<br>Albany, New York  | Dan Ganeles<br>State University of New<br>York at Albany<br>Albany, New York  | Anthony R. Pacelli<br>State University of New<br>York at Albany<br>Albany, New York                                       |
| North Carolina State<br>University<br><br>Dean William Turner<br>Division of Continuing<br>Education<br>North Carolina State Univ.<br>Raleigh, North Carolina       | Dr. Edgar Boone<br>North Carolina State<br>University<br>Division of Continuing<br>Education<br>Extra-Curricular<br>Branch<br>Raleigh, North Carolina | Dr. J. B. Adair<br>Division of Continuing<br>Education<br>North Carolina State<br>University<br>Raleigh, North Carolina | Wallace King Nave<br>Division of Continuing<br>Education<br>North Carolina State<br>University<br>Raleigh, North Carolina |

| Extension Dean<br>or Director   | Administrative<br>Coordinator   | Program<br>Director   | University Staff<br>Specialist |
|---|---|---|--------------------------------|
| Northern Illinois Univ.<br><br>Dean Virgil Alexander<br>College of Continuing<br>Education<br>Northern Illinois Univ.<br>DeKalb, Illinois                     | Mr. Michael Stotts<br>College of Continuing<br>Education<br>Office of the Director of<br>Adult Education<br>Northern Illinois Univ.<br>DeKalb, Illinois | Dr. Oswald Goering<br>College of Continuing<br>Education<br>Office of the Director<br>of Adult Education<br>Northern Illinois Univ.<br>DeKalb, Illinois |                                |
| Oklahoma, University of<br><br>Dean Thurman J. White<br>College of Continuing<br>Education and Ext.<br>Division<br>University of Oklahoma<br>Norman, Oklahoma | Dr. L. P. Martin<br>Special School Services<br>Extension Division<br>University of Oklahoma<br>Norman, Oklahoma   | Dr. Claude Kelley<br>Associate Dean<br>College of Education<br>University of Oklahoma<br>Norman, Oklahoma   |                                |



| Extension Dean<br>or Director   | Administrative<br>Coordinator  | Program<br>Director   | University Staff<br>Specialist  |
|---|--|---|---|
| Oregon State System of<br>Higher Education<br><br>Vice Chancellor<br>James W. Sherburne<br>Division of Continuing<br>Education<br>Oregon State System of<br>Higher Education<br>Corvallis, Oregon | Dr. George Timmons<br>School of Education<br>Portland State College<br>Portland, Oregon                      | Mrs. Francis L. Harris<br>Vancouver Public Schools<br>Vancouver, Washington                                 |   |
| South Carolina, Univ. of<br><br>Dean Nicholas P. Mitchell<br>College of General<br>Studies<br>University of South<br>Carolina<br>Columbia, South Carolina   | Professor D. B. Pockat<br>School of Education<br>University of South<br>Carolina<br>Columbia, South Carolina | Mr. Frank Commander<br>Adult Education Division<br>State Dept. of Education<br>Columbia, South<br>Carolina  |   |
| Texas, University of<br><br>Dean Norris Hiett<br>Division of Extension<br>University of Texas<br>Austin, Texas  | Mr. Bishop Pitts<br>Extension Teaching &<br>Field Service Bureau<br>University of Texas<br>Austin, Texas     | Mr. Edward Tapscott<br>Extension Teaching &<br>Field Service Bureau<br>University of Texas<br>Austin, Texas | Mr. Edward Tapscott<br>Extension Teaching &<br>Field Service Bureau<br>University of Texas<br>Austin, Texas |

| Extension Dean<br>or Director  | Administrative<br>Coordinator   | Program<br>Director  | University Staff<br>Specialist  |
|--|---|--|---|
| Wayne State University<br>Dean Hamilton Stillwell<br>Division of Urban Ext.<br>Wayne State University<br>Detroit, Michigan                               | Mr. Paul McWilliams<br>Director<br>Conferences & Institutes<br>Wayne State University<br>Detroit, Michigan                  | Dr. Harvey Hershey<br>Division of Urban Ext.<br>Wayne State University<br>Detroit, Michigan                                  | Dr. Harvey Hershey<br>Division of Urban Ext.<br>Wayne State University<br>Detroit, Michigan |
| Wyoming, University of<br>Director John W. Gates<br>Division of Adult<br>Education and<br>Community Service<br>University of Wyoming<br>Laramie, Wyoming | Mr. Charles Cooper<br>Division of Adult<br>Education and<br>Community Services<br>University of Wyoming<br>Laramie, Wyoming | Dr. Arthur C. Burman<br>Division of Adult<br>Education and<br>Community Service<br>University of Wyoming<br>Laramie, Wyoming |   |

## APPENDIX E

The following is an edited status report of the evaluation of the 1967 ABE Training Program submitted to NUEA by Educational Psychology Associates on October 21, 1967.

### Activities

When preliminary instrument development had proceeded to the point that the program directors could be advised of the tentative nature of the daily collection procedure, correspondence describing the evaluation was directed to the project directors. After the instruments had been cleared by USOE, and just prior to actual mailing of the instruments, the program directors were again advised of the specific nature of the data collection activity, of the forms that they would receive, and of the nature of the task requested of them. Forms were mailed to all institutes July 14th. All data collection instruments were color coded, pre-packaged in self-addressed return envelopes, and containerized according to type of respondent, that is, program participant or program staff. All data collection materials were sent as printed matter, book rate, which receives first class handling.

Forms for the Wyoming Institute, which began before instrumentation was available, were sent by EPA to each program participant individually.

The only serious delay with respect to instrumentation was with the Hawaii Institute, where the forms were apparently handled by surface shipment instead of air which is normally the case even with

first class mail. The difficulty resulted in the forms arriving after the institute was over. Mr. Klopff was kind enough to forward the instruments to the specific respondents.

As of October first, data had been received from all but one of the participating universities. Four institutes have submitted only incomplete data. Correspondence recently received, however, suggests that the balance of the data will be forthcoming shortly.

As data are received from the various training institutions, Form A is scored, each participant is assigned a data code number, and the information is transcribed from the data collection instrument to IBM code sheets for subsequent keypunching and verification.

Intercoder reliability checks have been made. The error rate in subject protocol, for first coding on Form A, is slightly less than two errors per hundred protocols. Considering 75 codes per protocol, this is a digit error rate slightly less than .0003. This degree of coding accuracy has been obtained primarily by (a) extensive pre-coding orientation, (b) the development of built-in self error checks, and (c) the use of highly experienced, conscientious coding personnel.

The proposed syllabi submitted by the various institutes have all been screened and extensive topic analysis has been made. This is accomplished by breaking down the syllabus into its component parts and cross-indexing each basic activity discussed in the curriculum. The institute curriculum analysis is proceeding from this step and involves the cross-indexing of each curriculum, topic by topic, against each other curriculum, topic by topic. The end product of this activity will be the production of two cross-indexed master curricula, one describing the total complexion of the 1967 proposed ABE institute program and the other describing the complexion of the actual 1967 ABE summer institute program.

IBM 407 preliminary data analysis programming has been initiated. Upon receipt of the final data and upon keypunching and verification of the remaining data, preliminary analysis will begin. It is hoped the balance of the data will be received in time for preliminary analysis to be started by late October or early November.

### Special Considerations

Special consideration should be given to the rationale in the development of Form A, regarded as the pivotal instrument in assessing the effect of the summer institute training program. It is this instrument which provides, among other things, some index of the exit level of competency of the program participants. This should be the fundamental criterion for measuring institute success. Academic achievement level is far more amenable to assessment than behavioral change in teaching practice in the field.

The primary concern of EPA this summer was to develop an instrument that would have maximal reliability. Form A then had three goals in mind: One, maximal reliability; two, maximal correspondence to the dimensions specified by the national core curriculum; and three, maximal relevance to all institutions participating in the summer institute program. It was felt these goals should be sought even at the possible expense of imposing somewhat on the student during the test-taking activity.

True-False tests are, almost by definition, easy to take. The probability of correct guessing on a True-False test is .50. Thus careful consideration must be given to correcting True-False tests for the occurrence of "correct" random responses. All things being equal the instrument with the greatest probability of "correct" random response is the instrument with the least reliability. True-False tests,



then, fall into this category. The more response alternatives open to the respondent, the smaller the probability of correct random responding. A four-item multiple choice test as compared to a two-item multiple choice test (such as a True-False test) drops the probability of correct random responding from .50 to .25. The more response alternatives the lower the probability figure drops. The ratio for Form A, Schedule 4, is, on the average, .009.

In other words, speaking non-technically, if one were to consider last year's True-False pre-program survey with this year's multiple choice Form A, item for item, assuming the respondent did not really know the answer, the chances for obtaining an inconsistent, i.e., unreliable response, item for item, on the 1966 form are two to one, whereas the chances for an inconsistent response on the 1967 form are 100 to one.

The decision then was to maintain this high degree of theoretical reliability even though it meant imposing a somewhat more difficult, and apparently more unreasonable task on the subject. The question of compromising the strictness of the scoring procedure was considered. For example, at one point EPA staff discussed the possibility of grouping the possible answers into groups of five or ten so that responding would be easier on the subject. A quick look at the probabilities, however, suggests why this procedure was not adopted. With a group of ten possible alternatives, the probability of inconsistent responding is ten to one. While this is considerably better than the two to one odds of a True-False test it is nowhere near the hundred to one odds offered by the present version of Form A.

#### Projected Activities

Original planning had called for consideration to be shifted to only nominal data analysis in November and December with the bulk of attention shifted to the development of field interview questionnaires

and the other data collection activities that are to take place in the early months of 1968. On the basis of the telephone request from Mr. Foster, however, regarding the need to move the January 1 status report up to the latter part of November, and to include preliminary results, concentration will be focused on expediting data analysis during the next three weeks. As a result some forms of data analysis probably will continue then through December, and as a consequence, major concern with the development of secondary data collection procedures will be deferred temporarily.

JAMES A. DUNN, Director  
NUEA Evaluation Project

## APPENDIX F

The following is an edited status report of the evaluation of the 1967 ABE Training Program submitted to NUEA by Educational Psychology Associates on November 22, 1967.

### Activities

Following NUEA's request, maximum effort was made to initiate Phase I of data analysis. The hollerith format was set. The data that were scored and coded were key punched on IBM cards, they were verified and a master data file was established. IBM card operating decks were punched and interpreted and an operations data file established. During the same period that data preparation was going on, analysis programing was scheduled, computation procedures were selected and the necessary modifications were undertaken for use on NUEA data. The programs were debugged and analysis, by institution, was initiated.

Phase I analysis of program participant data will yield:

1. A complete listing of all raw data, item by item, by subject, by institute, in Form A sequence;
2. A complete variable identification listing;
3. Response values for each item;
4. Frequency distributions for each category of response, item by item, by each Schedule in Form A, by each institute, and also for the total group;
5. The total number of subjects in each group;
6. The total number of subjects responding to each item;

7. The number of subjects who, for one reason or another, do not answer;
8. The percentage of responses given to each item value;
9. The cumulative percentage of responses, in ascending order of values;
10. Response means, medians, variances, standard deviations, and
11. Indices of skewness and kurtosis for each item, by institute.

Skewness is a measure of the symmetry of the distribution.

Kurtosis is a measure of the sharpness, or peakedness of a distribution. In instances of nominal or categorical scaling, mean and median values will be uninterpretable, in which case the mode may be obtained from the frequency and/or percentage distributions.

The computations cited above are based on the following formulae:

$$\begin{aligned}
 \text{Mean} &= \sum_{i=1}^n x_i / N = \bar{x} \\
 \text{Variance} &= \sum_{i=1}^n (x_i - \bar{x})^2 / N - 1 = \sigma^2 \\
 \text{Standard Deviation} &= \sum_{i=1}^n \sqrt{\sigma^2} = \sigma \\
 \text{Skewness} &= \sum_{i=1}^n \left( \frac{x_i - \bar{x}}{\sigma} \right)^3 / N = g_1 \\
 \text{Kurtosis} &= \sum_{i=1}^n \left( \frac{x_i - \bar{x}}{\sigma} \right)^4 / N - 3 = g_2
 \end{aligned}$$

## Results

Phase I analysis is fully operational at this time and has produced 162 tables. These results are summarized in Tables 1-12, attached hereto. Brief inspection of these partial results suggests that the

results may be consolidated somewhat as follows.

The participant composition of the institutes was mixed. Teacher trainer institutes had administrators attending and administrator institutes had teachers and teacher trainers attending. The administrator institutes, however, were more predominantly male; 85 - 95% of the administrator institute participants were male compared to 45 - 65% for the teacher trainer institutes. The participants at the administrator institutes were characterized as having an apparently higher proportion of advanced academic degrees.

Ninety-eight per cent of the subjects analyzed (approximately half) held a teaching certificate but only 55 - 75% gave public school work as their full-time occupation. An additional 20% gave full-time ABE work as their occupation. A number of persons then, presumably, may not have full-time employment. Approximately one-fourth of the participants indicated they were not the principal breadwinner in their families.

Almost all participants were U. S. citizens. Typically, there was no more than one non-citizen per institute. Ten per cent came from non-English speaking childhoods. Twenty-five per cent indicated they were fluent in at least one other and often several other languages.

Seventy to eighty per cent of the participants have had two or less years ABE experience; 25 - 35% were 50 years of age or older; and 60 - 70% live either in the suburbs or in residential areas of cities.

It should be reiterated, however, that these summary figures are very "round" figures only, compiled from single inspection and compilation of results across only nine institutes. Specific total group figures will be obtained upon completion of Phase I analysis. Nevertheless, the general characteristics of the 1967 ABE Summer Institute participants are quite clear.

#### Projected Activities

Current plans call for the continued Phase I analysis of Form A



data. This effort which will be completed by the end of November will have produced a total of 1500 item and index analysis tables comprising approximately 20,000 lines of computer output. In the weeks that follow, these results will be summarized and attention will be once again directed toward sample selection and the development of data collection procedures for the field follow-up study.

JAMES A. DUNN, Director  
NUEA Evaluation Project

Attachment: 12 summary tables

Partial summary tables for the following university institutes:

1. University of Colorado
2. Connecticut University
3. Florida State University
4. University of Maine
5. Montclair State College
6. Portland State College
7. University of South Carolina
8. University of Texas
9. Wayne State University

All table entries are percentages.

| University | U.S. Citizen | Childhood in Foreign Lang. |  | Fluency in 1+ Foreign Language |  |
|------------|--------------|----------------------------|--|--------------------------------|--|
| 1          | 100          | 14                         |  | 25                             |  |
| 2          | 98           | 10                         |  | 32                             |  |
| 3          | 99           | 3                          |  | 11                             |  |
| 4          | 97           | 12                         |  | 27                             |  |
| 5          | 100          | 26                         |  | 30                             |  |
| 6          | 97           | 4                          |  | 23                             |  |
| 7          | 98           | 2                          |  | 10                             |  |
| 8          | 96           | 14                         |  | 25                             |  |
| 9          | 100          | 9                          |  | 24                             |  |

No. 2

| University | Males | Holding<br>Teaching<br>Certificates |  | Primary wage<br>Earners |  |
|------------|-------|-------------------------------------|--|-------------------------|--|
| 1          | 64    | 93                                  |  | 82                      |  |
| 2          | 98    | 98                                  |  | 98                      |  |
| 3          | 62    | 98                                  |  | 80                      |  |
| 4          | 47    | 88                                  |  | 70                      |  |
| 5          | 84    | 91                                  |  | 93                      |  |
| 6          | 51    | 94                                  |  | 72                      |  |
| 7          | 88    | 98                                  |  | 95                      |  |
| 8          | 51    | 99                                  |  | 81                      |  |
| 9          | 50    | 87                                  |  | 74                      |  |

## Participants Age Group:

| University | 20-30 | 30-40 | 40-50 | 50-60 | 60 + |  |  |
|------------|-------|-------|-------|-------|------|--|--|
| 1          | 14    | 43    | 22    | 19    | 1    |  |  |
| 2          | 10    | 30    | 30    | 20    | 10   |  |  |
| 3          | 6     | 29    | 29    | 27    | 9    |  |  |
| 4          | 19    | 33    | 27    | 16    | 4    |  |  |
| 5          | 0     | 33    | 42    | 16    | 9    |  |  |
| 6          | 16    | 33    | 30    | 14    | 6    |  |  |
| 7          | 5     | 22    | 40    | 24    | 9    |  |  |
| 8          | 19    | 22    | 37    | 21    | 1    |  |  |
| 9          | 13    | 34    | 26    | 21    | 6    |  |  |



## Race/Ethnic Background:

| University | Caucasian | Negro | Spanish | Indian | Other | NC/Blank |  |
|------------|-----------|-------|---------|--------|-------|----------|--|
| 1          | 85        | 3     | 6       | 3      | 3     | 2        |  |
| 2          | 100       | -     | -       | -      | -     | -        |  |
| 3          | 60        | 38    | -       | 1      | 2     | 1        |  |
| 4          | 96        | 1     | -       | -      | 1     | 2        |  |
| 5          | 81        | 12    | -       | -      | 2     | 5        |  |
| 6          | 90        | 6     | 4       | -      | -     | -        |  |
| 7          | 68        | 28    | -       | -      | -     | 4        |  |
| 8          | 45        | 39    | 9       | -      | 6     | 1        |  |
| 9          | 66        | 32    | -       | -      | 2     | -        |  |

## Location of Residence:

| University | Rural | Suburban | Inner City | City Residential |  |
|------------|-------|----------|------------|------------------|--|
| 1          | 35    | 14       | 7          | 43               |  |
| 2          | 22    | 30       | 18         | 30               |  |
| 3          | 31    | 10       | 17         | 42               |  |
| 4          | 23    | 23       | 22         | 32               |  |
| 5          | 12    | 37       | 16         | 35               |  |
| 6          | 17    | 32       | 4          | 46               |  |
| 7          | 28    | 24       | 21         | 29               |  |
| 8          | 12    | 16       | 22         | 51               |  |
| 9          | 9     | 24       | 28         | 39               |  |

## Educational Attainment:

| University | H.S. Grad. | Some College | BA | MA | MA +<br>1 yr. | Ph.D |
|------------|------------|--------------|----|----|---------------|------|
| 1          |            | 7            | 45 | 39 | 7             | 1    |
| 2          |            | -            | 27 | 38 | 35            | -    |
| 3          |            | 1            | 42 | 38 | 18            | 2    |
| 4          |            | 11           | 49 | 29 | 11            | -    |
| 5          |            | 2            | 26 | 26 | 44            | 2    |
| 6          | 1          | 6            | 58 | 25 | 10            | -    |
| 7          |            | -            | 16 | 50 | 33            | 2    |
| 8          |            | 4            | 48 | 33 | 13            | 1    |
| 9          |            | 4            | 50 | 26 | 20            | -    |

## Years Since Receipt of Last Degree:

| University | <1 | 1-2 | 3-5 | 6-10 | 11-29 | 30 + |  |
|------------|----|-----|-----|------|-------|------|--|
| 1          | 10 | 6   | 28  | 31   | 24    | 1    |  |
| 2          | 2  | 8   | 25  | 33   | 30    | 2    |  |
| 3          | 1  | 7   | 17  | 37   | 33    | 4    |  |
| 4          | 7  | 18  | 15  | 25   | 34    | 1    |  |
| 5          | -  | 5   | 17  | 38   | 38    | 2    |  |
| 6          | 4  | 12  | 19  | 32   | 29    | 3    |  |
| 7          | 5  | 14  | 10  | 31   | 38    | 2    |  |
| 8          | 1  | 9   | 19  | 35   | 34    | 1    |  |
| 9          | 8  | 15  | 19  | 29   | 23    | 6    |  |

## Years of ABE Experience:

| University | 0  | 1-2 | 3-5 | 6-10 | 11 + |  |
|------------|----|-----|-----|------|------|--|
| 1          | 20 | 57  | 16  | 4    | 3    |  |
| 2          | 10 | 52  | 13  | 10   | 15   |  |
| 3          | 16 | 67  | 9   | 4    | 4    |  |
| 4          | 29 | 62  | 5   | 3    | 1    |  |
| 5          | 21 | 49  | 21  | 5    | 5    |  |
| 6          | 31 | 52  | 10  | 4    | 1    |  |
| 7          | 16 | 57  | 17  | 3    | 7    |  |
| 8          | 14 | 59  | 16  | 6    | 4    |  |
| 9          | 22 | 41  | 26  | 7    | 4    |  |

## Role in ABE:

| University | Classroom Teacher | Teacher Trainer | Local Admin. | State Admin. | Other |  |  |
|------------|-------------------|-----------------|--------------|--------------|-------|--|--|
| 1          | 64                | 4               | 16           | 6            | 9     |  |  |
| 2          | 20                | 2               | 65           | -            | 13    |  |  |
| 3          | 46                | 16              | 29           | 1            | 8     |  |  |
| 4          | 70                | 4               | 1            | 1            | 23    |  |  |
| 5          | 2                 | 14              | 72           | -            | 12    |  |  |
| 6          | 64                | 9               | 9            | -            | 18    |  |  |
| 7          | 7                 | 17              | 62           | 3            | 10    |  |  |
| 8          | 61                | 25              | 7            | -            | 7     |  |  |
| 9          | 81                | 13              | 2            | -            | 4     |  |  |



No. 10

Basic Full Time Employment:

| University | State ABE Admin. | Local ABE Admin. | ABE Teacher | ←//→ | Elementary Teacher | Secondary Teacher | School Admin. | School Counselor | ←//→ | Other |
|------------|------------------|------------------|-------------|------|--------------------|-------------------|---------------|------------------|------|-------|
| 1          | 6                | 9                | 15          |      | 24                 | 13                | 13            | 3                |      | 8     |
| 2          | 2                | 10               | 3           |      | 10                 | 35                | 25            | 3                |      | 12    |
| 3          | 2                | 11               | 5           |      | 19                 | 16                | 31            | 3                |      | 13    |
| 4          | 1                | -                | 15          |      | 31                 | 24                | 1             | 4                |      | 24    |
| 5          | 2                | 33               | -           |      | 7                  | 14                | 21            | -                |      | 23    |
| 6          |                  | 6                | 16          |      | 32                 | 17                | 3             | 3                |      | 23    |
| 7          | 3                | 19               | -           |      | 7                  | 7                 | 41            | -                |      | 22    |
| 8          | -                | 4                | 6           |      | 36                 | 17                | 14            | 4                |      | 17    |
| 9          | -                | -                | 31          |      | 37                 | 11                | 9             | 4                |      | 7     |

## Elementary School Teaching Experience:

| University | 1  | 1-2 | 3-5 | 6-10 | 11 + |  |
|------------|----|-----|-----|------|------|--|
| 1          | 40 | 6   | 12  | 22   | 21   |  |
| 2          | 37 | 16  | 13  | 16   | 18   |  |
| 3          | 28 | 4   | 10  | 16   | 42   |  |
| 4          | 46 | 9   | 13  | 9    | 23   |  |
| 5          | 38 | 7   | 10  | 10   | 36   |  |
| 6          | 25 | 7   | 19  | 22   | 28   |  |
| 7          | 37 | 12  | 11  | 18   | 23   |  |
| 8          | 22 | 10  | 17  | 17   | 33   |  |
| 9          | 30 | 6   | 15  | 13   | 36   |  |

## Secondary School Teaching Experience:

| University | 0  | 1-2 | 3-5 | 6-10 | 11 + |  |
|------------|----|-----|-----|------|------|--|
| 1          | 37 | 13  | 18  | 16   | 15   |  |
| 2          | 22 | 8   | 15  | 15   | 40   |  |
| 3          | 26 | 11  | 25  | 10   | 28   |  |
| 4          | 55 | 14  | 10  | 7    | 14   |  |
| 5          | 34 | 12  | 7   | 12   | 35   |  |
| 6          | 51 | 19  | 15  | 9    | 6    |  |
| 7          | 21 | 7   | 21  | 16   | 35   |  |
| 8          | 23 | 21  | 12  | 18   | 21   |  |
| 9          | 38 | 23  | 8   | 10   | 21   |  |

## APPENDIX G

The following is a status report of the evaluation of the 1967 ABE Training Program submitted to NUEA by Educational Psychology Associates on December 15, 1967.

This summary status report is a special data analysis progress report requested by NUEA. Its purpose is to summarize data analysis results obtained since November 20, 1967, and is in addition to the regular quarterly reports required by NUEA PO# 67-30.

The analysis procedures are the same as outlined in the Status Report #2. Selected means, standard deviations and frequency distributions, expressed in percentages, are provided for Form A - Schedules II, III and IV.

### Results

Results are summarized in Tables 1 - 22. Tables 1 - 8 provide the percent frequencies of participant responses to given categories. Tables 9 - 12 provide means, standard deviations and polarities for selected item ratings. Tables 13 - 20 provide means, standard deviations, ranges, and polarities for computed rating indexes. A rating index is obtained by summing a set of ratings across a given group of topics. For example, the VTR Utilization Index is a composite index consisting of ratings regarding such information as perceived amount of VTR use, the frequency with which a person saw his own performance on video tape, the number of times he himself got to operate the VTR, etc.

Nine Rating Indexes were used:

1. VTR Utilization Index

2. PI Emphasis Index
3. Scope of Curriculum Methods Index
4. Effectiveness of Instruction Index
5. Appropriateness of Curriculum Level Index
6. Educational Psychology Emphasis Index
7. Breadth of Curriculum Content Index
8. Perceived PI Knowledge Gain Index
9. Terminal Achievement Level Index

Table 21 summarizes means and standard deviations for participant Terminal Achievement Level scores. Table 22 summarizes Institutes with the most pronounced patterns of high and low ratings, as obtained from visual comparison of scores. Statistical treatment of differences must wait for completion of Phase I data analysis.

All results are given by institute. Institute numbers for Tables 1 - 22 are the same as in Status Report #2. Identifications are provided again at the beginning of the tables.

JAMES A. DUNN, Director  
NUEA Evaluation Project

Attachment: 22 Tables

## UNIVERSITY ID NUMBERS

1. University of Colorado
2. Connecticut University
3. Florida State University
4. University of Maine
5. Montclair State College
6. Portland State College
7. University of South Carolina
8. University of Texas
9. Wayne State University



FORM A - SCHEDULE II  
ITEM 21 - VARIABLE I

TABLE 1

How often did you make use of the VTR?

| University | Never | Once | A couple<br>of times | A number<br>of times | Frequently |
|------------|-------|------|----------------------|----------------------|------------|
| 1          | 14    | 61   | 17                   | 7                    | -          |
| 2          | 48    | 15   | 27                   | 5                    | 5          |
| 3          | 48    | 21   | 17                   | 9                    | 5          |
| 4          | 3     | 10   | 53                   | 29                   | 5          |
| 5          | 21    | 40   | 26                   | 7                    | 7          |
| 6          | 4     | 38   | 43                   | 13                   | 1          |
| 7          | 22    | 29   | 24                   | 24                   | -          |
| 8          | 16    | 74   | 7                    | 1                    | 1          |
| 9          | 9     | 19   | 13                   | 23                   | 36         |

TABLE 2

How often did you see your own personal performance on VTR?

| University | Never | Once | A couple<br>of times | A number<br>of times | Frequently |
|------------|-------|------|----------------------|----------------------|------------|
| 1          | 9     | 86   | 1                    | 4                    | -          |
| 2          | 70    | 28   | -                    | 2                    | -          |
| 3          | 42    | 33   | 20                   | 5                    | -          |
| 4          | -     | 23   | 62                   | 15                   | -          |
| 5          | 16    | 37   | 40                   | 5                    | 2          |
| 6          | 1     | 37   | 48                   | 12                   | 1          |
| 7          | 7     | 41   | 36                   | 14                   | 2          |
| 8          | 7     | 80   | 10                   | 3                    | -          |
| 9          | 28    | 33   | 22                   | 9                    | 7          |

TABLE 3

How often did you actually operate the VTR and make recordings by yourself

| University | Never | Once | A couple<br>of times | A number<br>of times | Frequently |
|------------|-------|------|----------------------|----------------------|------------|
| 1          | 99    | 1    | -                    | -                    | -          |
| 2          | 93    | 5    | 2                    | -                    | -          |
| 3          | 92    | 6    | 2                    | -                    | -          |
| 4          | 14    | 47   | 32                   | 8                    | -          |
| 5          | 77    | 21   | -                    | -                    | 2          |
| 6          | 37    | 52   | 7                    | 3                    | -          |
| 7          | 25    | 46   | 18                   | 9                    | 4          |
| 8          | 90    | 7    | -                    | 3                    | -          |
| 9          | 39    | 31   | 17                   | 11                   | 2          |

FORM A - SCHEDULE II  
ITEM 23 - VARIABLE 3

TABLE 4

How often did you have instructors talk about programmed instruction?

| University | Never | Once | A couple<br>of times | A number<br>of times | Frequently |
|------------|-------|------|----------------------|----------------------|------------|
| 1          | 3     | 6    | 21                   | 59                   | 12         |
| 2          | 5     | 12   | 28                   | 38                   | 18         |
| 3          | 2     | 3    | 10                   | 55                   | 30         |
| 4          | 4     | 1    | 3                    | 38                   | 53         |
| 5          | -     | 16   | 44                   | 28                   | 12         |
| 6          | 1     | -    | 12                   | 46                   | 41         |
| 7          | 9     | 7    | 24                   | 50                   | 10         |
| 8          | 6     | 12   | 16                   | 46                   | 20         |
| 9          | 4     | 6    | 11                   | 41                   | 39         |

FORM A - SCHEDULE II  
ITEM 24 - VARIABLE 4

TABLE 5

How often did you use programed instruction to actually learn material  
you were to study?

| University | Never | Once | A couple<br>of times | A number<br>of times | Frequently |
|------------|-------|------|----------------------|----------------------|------------|
| 1          | 64    | 12   | 10                   | 14                   | -          |
| 2          | 55    | 20   | 20                   | 5                    | -          |
| 3          | 44    | 7    | 18                   | 20                   | 11         |
| 4          | 12    | 30   | 36                   | 16                   | 5          |
| 5          | 61    | 9    | 16                   | 7                    | 7          |
| 6          | 17    | 36   | 22                   | 17                   | 7          |
| 7          | 43    | 14   | 17                   | 22                   | 3          |
| 8          | 53    | 7    | 22                   | 18                   | -          |
| 9          | 43    | 9    | 22                   | 11                   | 15         |

FORM A - SCHEDULE II  
ITEM 29 - VARIABLE 9

TABLE 6

Roughly speaking, how many field trips did you make?

| University | 1  | 2  | 3  | 4  | 5  | 6+ |
|------------|----|----|----|----|----|----|
| 1          | 1  | 4  | 38 | 16 | 41 | -  |
| 2          | 65 | 27 | 8  | -  | -  | -  |
| 3          | 4  | 87 | 8  | 2  | -  | -  |
| 4          | -  | 79 | 16 | 3  | 1  | -  |
| 5          | 88 | 8  | 2  | 2  | -  | -  |
| 6          | 56 | 41 | 3  | -  | -  | -  |
| 7          | 2  | 9  | 55 | 28 | 5  | 2  |
| 8          | -  | 22 | 48 | 14 | 12 | 4  |
| 9          | 2  | 8  | 23 | 32 | 19 | 17 |



FORM A - SCHEDULE II  
ITEM 25 - VARIABLE 5

TABLE 7

Roughly speaking, how much of the Institute was devoted to workshop types of activities where you actually "do" something?

| University | 10% | 20% | 30% | 40% | 50% | 60% | 80% | 90% |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|
| 1          | 6   | 9   | 19  | 16  | 34  | 9   | 6   | 1   |
| 2          | 31  | 13  | 15  | 15  | 13  | 10  | 3   | -   |
| 3          | 10  | 16  | 16  | 22  | 16  | 9   | 8   | 3   |
| 4          | 3   | 11  | 19  | 26  | 30  | 5   | 4   | 1   |
| 5          | 14  | 7   | 21  | 19  | 28  | 5   | 2   | 5   |
| 6          | 9   | 21  | 26  | 19  | 19  | 4   | 1   | -   |
| 7          | 5   | 4   | 16  | 23  | 30  | 18  | 4   | 2   |
| 8          | 7   | 9   | 19  | 23  | 17  | 14  | 7   | 3   |
| 9          | 11  | 24  | 19  | 15  | 17  | -   | 7   | 7   |

TABLE 8

Roughly speaking, how much of the Institute was devoted to lecture presentation?

| University |     |     |     |     |     |     |     |     |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 10% | 20% | 30% | 40% | 50% | 60% | 80% | 90% |
| 1          | 6   | 9   | 19  | 16  | 34  | 9   | 6   | -   |
| 2          | 31  | 13  | 15  | 15  | 13  | 10  | 3   | 1   |
| 3          | 10  | 16  | 16  | 22  | 16  | 9   | 7   | 3   |
| 4          | 3   | 11  | 19  | 26  | 30  | 5   | 4   | 1   |
| 5          | 14  | 7   | 21  | 19  | 23  | 5   | 2   | 5   |
| 6          | 9   | 21  | 26  | 19  | 19  | 4   | 1   | -   |
| 7          | 5   | 4   | 16  | 23  | 30  | 18  | 4   | 1   |
| 8          | 7   | 9   | 19  | 23  | 17  | 14  | 7   | 3   |
| 9          | 11  | 24  | 19  | 15  | 17  | 7   | 7   | -   |

FORM A - SCHEDULE III

TABLES 9-10

| University | Item 31   |     | Item 69   |     |
|------------|-----------|-----|-----------|-----|
|            | $\bar{X}$ | SD  | $\bar{X}$ | SD  |
| 1          | 2.1       | 1.0 | 4.0       | 1.3 |
| 2          | 2.8       | 1.0 | 3.5       | 1.3 |
| 3          | 1.5       | .9  | 4.4       | 1.0 |
| 4          | 3.2       | 1.2 | 4.5       | .8  |
| 5          | 2.6       | .9  | 4.1       | .9  |
| 6          | 1.4       | .6  | 4.5       | .8  |
| 7          | 1.3       | .7  | 4.6       | .6  |
| 8          | 1.2       | .5  | 4.1       | 1.2 |
| 9          | 1.9       | 1.0 | 4.1       | 1.1 |

COMMENTS:

Item 31/Variable 1: How well organized was the program  
1 = well organized

Item 69/Variable 39: How valuable were the staff aides to the  
success of the Institute  
5 = quite valuable

TABLES 11 - 12

| University | Item 70   |     | Item 67   |     |
|------------|-----------|-----|-----------|-----|
|            | $\bar{X}$ | SD  | $\bar{X}$ | SD  |
| 1          | 1.9       | 1.0 | 4.0       | 1.1 |
| 2          | 2.4       | 1.1 | 3.9       | 1.2 |
| 3          | 1.7       | 1.0 | 4.3       | 1.0 |
| 4          | 1.8       | .9  | 3.9       | 1.0 |
| 5          | 1.8       | .9  | 4.0       | 1.2 |
| 6          | 1.6       | 1.0 | 4.0       | 1.1 |
| 7          | 1.6       | .9  | 4.3       | 1.0 |
| 8          | 1.5       | .8  | 4.3       | 1.0 |
| 9          | 1.9       | .9  | 4.1       | 1.1 |

## COMMENTS:

Item 70/Variable 40: How much of what you saw, heard, and did at the Institute will have immediate applicability to what you do when you return home?  
1 = a great deal

Item 67/Variable 37: Would you like to return to a similar institute next year--even if financial support was curtailed somewhat?  
5 = yes, very much

FORM A - SCHEDULE III

TABLES 13-14

| University | VTR USE INDEX |     | PI EMPHASIS INDEX |     |
|------------|---------------|-----|-------------------|-----|
|            | $\bar{X}$     | SD  | $\bar{X}$         | SD  |
| 1          | 7.8           | 1.7 | 5.5               | 1.6 |
| 2          | 6.4           | 2.6 | 5.2               | 1.7 |
| 3          | 7.0           | 3.1 | 6.5               | 1.8 |
| 4          | 11.4          | 2.3 | 7.1               | 1.6 |
| 5          | 8.4           | 2.7 | 5.3               | 2.0 |
| 6          | 9.9           | 2.1 | 6.9               | 1.6 |
| 7          | 9.6           | 1.9 | 5.8               | 1.9 |
| 8          | 7.4           | 2.0 | 5.7               | 1.9 |
| 9          | 11.0          | 3.7 | 6.5               | 2.0 |

COMMENTS:

VTR Utilization Index/Variable 11: 4 items; Range 4-20;  
 20 = maximal usage  
 PI Emphasis Index/Variable 12: 2 items; Range 2-10;  
 10 = maximal usage

TABLE 15

| University | SCOPE OF CURRIC<br>METHODS INDEX |     |
|------------|----------------------------------|-----|
|            | $\bar{X}$                        | SD  |
| 1          | 24.5                             | 3.9 |
| 2          | 17.9                             | 4.9 |
| 3          | 22.0                             | 6.4 |
| 4          | 27.3                             | 4.2 |
| 5          | 20.7                             | 5.2 |
| 6          | 23.9                             | 4.0 |
| 7          | 25.3                             | 5.5 |
| 8          | 23.3                             | 4.7 |
| 9          | 27.6                             | 7.4 |

## COMMENTS:

Scope of Curriculum Methods Index/Variable 13:  
 9 items; Range 9-45  
 45 = maximal scope



TABLES 16-17

| University | Effectiveness of Instruction Index |     | Appropriateness of Level Index |     |
|------------|------------------------------------|-----|--------------------------------|-----|
|            | $\bar{X}$                          | SD  | $\bar{X}$                      | SD  |
| 1          | 13.0                               | 3.9 | 19.3                           | 4.0 |
| 2          | 17.5                               | 3.8 | 17.5                           | 4.2 |
| 3          | 12.1                               | 4.3 | 19.7                           | 4.6 |
| 4          | 13.2                               | 4.2 | 19.4                           | 3.1 |
| 5          | 14.8                               | 3.4 | 15.8                           | 4.2 |
| 6          | 11.9                               | 3.9 | 20.6                           | 4.2 |
| 7          | 10.8                               | 3.4 | 21.8                           | 3.2 |
| 8          | 10.0                               | 3.1 | 21.8                           | 3.7 |
| 9          | 11.1                               | 3.9 | 20.5                           | 3.8 |

## COMMENTS:

Effectiveness of Instructor Index/Variable 42: 6 items; Range 6-30;  
6 = maximal effectiveness

Appropriateness of Level Index/Variable 43: 5 items; Range 5-25;  
25 = maximal appropriateness of level

TABLES 18-19

| University | ED - PSYCH<br>EMPHASIS INDEX |     | Breadth of Curric<br>Content Index |      |
|------------|------------------------------|-----|------------------------------------|------|
|            | $\bar{X}$                    | SD  | $\bar{X}$                          | SD   |
| 1          | 7.9                          | 3.0 | 46.4                               | 9.3  |
| 2          | 8.8                          | 2.2 | 36.9                               | 11.6 |
| 3          | 6.2                          | 2.2 | 50.5                               | 9.6  |
| 4          | 8.7                          | 2.5 | 46.1                               | 9.5  |
| 5          | 8.2                          | 2.6 | 39.3                               | 12.4 |
| 6          | 8.3                          | 2.6 | 46.9                               | 9.9  |
| 7          | 6.2                          | 2.6 | 49.6                               | 9.1  |
| 8          | 6.7                          | 2.5 | 49.3                               | 10.5 |
| 9          | 7.5                          | 2.6 | 46.9                               | 10.6 |

## COMMENTS:

Educational Psychology Emphasis Index/Variable 44: 3 items;  
Range 3-15;

3 = maximal emphasis

Breadth of Curriculum Content Index/Variable 45: 14 items;  
Range 14-70;

70 = maximal emphasis

TABLE 20

| University | PERCEIVED PI<br>KNOWLEDGE GAIN<br>INDEX |     |
|------------|---|-----|
|            | $\bar{X}$                               | SD  |
| 1          | 5.8                                     | 2.2 |
| 2          | 6.2                                     | 2.2 |
| 3          | 4.3                                     | 2.1 |
| 4          | 3.4                                     | 1.6 |
| 5          | 5.4                                     | 2.2 |
| 6          | 4.0                                     | 1.8 |
| 7          | 4.5                                     | 1.6 |
| 8          | 4.1                                     | 2.0 |
| 9          | 3.1                                     | 1.2 |

## COMMENTS:

Perceived PI Knowledge Gain Index/Variable 46:  
 2 items; Range 2-10  
 2 = greatest perceived gain

TABLE 21

| University | ACHIEVEMENT<br>LEVEL INDEX |      |
|------------|----------------------------|------|
|            | $\bar{X}$                  | SD   |
| 1          | 31.6                       | 9.0  |
| 2          | 25.4                       | 11.7 |
| 3          | 28.3                       | 12.9 |
| 4          | 35.7                       | 7.5  |
| 5          | 29.5                       | 11.2 |
| 6          | 32.8                       | 9.9  |
| 7          | 36.9                       | 10.2 |
| 8          | 33.8                       | 7.0  |
| 9          | 19.8                       | 11.7 |

## COMMENTS:

Achievement Level/Variable 47:

79 scores; Range 0-79

79 = greatest achievement level

# INSPECTION SUMMARY

TABLE 22

|                                     | #4    | #9  | #8    | #2          |
|-------------------------------------|-------|-----|-------|-------------|
|                                     | Maine | WSU | Texas | Connecticut |
| VTR Utilization Index               | +     | +   |       | -           |
| PI Emphasis Index                   | +     |     |       | -           |
| Scope & Curriculum Methods Employed | +     | +   |       | -           |
| Organization                        | -     |     | +     |             |
| Teacher Effectiveness               | +     | +   | +     |             |
| Curriculum Level Appropriateness    | +     | +   | +     |             |
| Terminal Achievement Level          | +     | -   |       | -           |

## COMMENTS:

- 1) + = very high rating
- 2) - = very low rating
- 3) judgment of high-low is on basis of visual comparison of means and ratings only. Statistical significance cannot be implied at this time.

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